

Kern County Library, Frazier Park Branch

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Executive Summary Of Library Plan Of Service

This Plan of Service was developed to focus on results. Its goal is value back to the customer, K-12 students, residents and visitors of the Frazier Park greater region. Based on input from the Needs Assessment process, staff observations and careful analysis of real need reflected in the latest U.S. Census data, this Plan of Service identifies four components structured to meet the most pressing identified needs of the community. Those four components of service became the foundation goals of our new service plan. Their collective intent is to develop the Frazier Park Branch into a resource/information, skill-based community enrichment center that actively serves as a catalyst for personal gain for K-12 students and all residents.

Because this community does not have an existing library, only a temporary leased facility, the biggest need of residents of all ages that was identified was their need for a “real” library to house more resources to address their need for information and knowledge. From this need came the first goal of the enhanced service plan: to create an expanded print, non-print, subscription and database resource collection. The current collection is under 14,000 and needs over 35,000 items to meet current and future needs. Numerous examples could be listed to demonstrate how inadequate the current collection is in terms of providing up-to-date information on a wide scope of topics for a multitude of needs. In a different geographic setting, the collection would still be inadequate, but the need not as great or pressing. Add geographic isolation (over 62 miles to the nearest urban center) and the need for a full-serve library facility and collection becomes immediate. While Internet access can extend information to rural isolated areas, additional resources in adequate supply are even more essential to provide information to this resource-poor community.

Goal #1 addresses the need for information/knowledge for a dynamic, community-appropriate, multi-format collection with service-oriented and well-trained staff actively connecting patrons to the information and knowledge they need to be more productive citizens and improve their personal quality of life and opportunities for success. Overall, adults wanted more books, periodicals and audio-visual resources. K-12 students (including those who are home schooled or attend charter schools) wanted more teen oriented books and magazines, career resources, textbooks at the library, and more media resources. The technology plan supports this goal by providing additional access to resources via shared electronic catalogs, online databases, distance learning, reference resources online via www.lii.org, reference question answering 24/7 via a cooperative agreement with the Metropolitan Cooperative Library System using e-mail, and other user friendly websites and information links via the Internet. Textbooks will be placed at the library by the School District as part of a joint venture agreement.

Goal #2 is designed to address the need for residents of all ages to develop enhanced skills needed for success in their personal lives. Geographic isolation exacerbates this need with no adult school in place, no computer classes offered to adults, no self-improvement classes offered anywhere within the area. This skills based goal is about positively impacting individual lives on a long-term basis. The vision is that the Frazier Park Branch will effect change on a personal level by giving its users the opportunity to learn and practice skills that directly affect their success in school, at work and in their individual lives. Objectives within this goal focus on the various services to be provided for all age groups including a Joint Venture Computer/Homework Center “Learning Lab” with computers, career resources, distance learning, Microsoft office applications, e-mail, 24/7 reference assistance, Internet

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access, reference databases, office functions, a homework tutor program, and computer use and computer literacy classes with staff and student docents to aid children in their academic success. The technology plan supports this goal through the “Learning Lab” and mobile laptop lab.

When you read more that this “Learning Lab” is the result of a Joint Venture with the ETUSD, you know that the school cares deeply about meeting students’ needs as well as in successful partnerships whose purpose is to work together for mutual gain. Students aren’t the only ones who will benefit from the skills approach to service. Computer use and information literacy classes for all ages will be held regularly, and meeting rooms will be available to other agencies for skill-based programs for the entire community. This could include English as a Second Language training and literacy classes conducted by Healthy Start and the school district. The mobile lab of laptop computers with supportive audio-visual teaching aids will be used in the library and in various community sites by staff and volunteers who will be able to take library information and computer training to groups throughout the region.

Goal #3 responds to the need for enrichment stimulation in all groups surveyed. Enrichment programming will be offered at the Frazier Park Branch for residents of all ages. Literature-based enrichment programming for children, teens, individuals and families, and programming that meets the social needs of teens and additional programming that meets the information and cultural needs of adults and seniors is truly a gift for posterity. The technology plan supports this goal through various multimedia equipment, computer projection, audio-conferencing, and data cabling in the meeting room.

Goal #4 responds to the community’s need for an interactive social, cultural, informational and educational gathering place. Just about everyone who has ever lived in the area wanted the new branch to play a major role to make the Frazier Park Branch the true center of the mountain region. Every community needs a focal point, a gathering spot, and a symbol of the community’s values. A new branch library that visually reflects the area and its history and culture and at the same time provides space to meet and gather and promotes local information and programming, is a natural central focus for the entire area. This will be enhanced through a “Mountain Memories” special collection as well as space for local announcements, displays, meetings and special programming.

From a more global perspective, this Plan of Service for the Frazier Park Branch is all about building on a solid foundation of service while at the same time moving forward, making connections, bringing culture to a rural community and turning the focus of library service away from the library itself and on the community where it truly belongs. The foundation of service will be traditional, but its spirit and direction are driven by community involvement so that the needs of the community and branch library service will be intertwined.

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Mission Statement

The Kern County Library is to make the world of knowledge and ideas accessible to the public in an efficient and effective manner that provides for their educational, informational, cultural and recreational needs.

Goals, Objectives, Roles, Service Indicators

Goal #1: To create a dynamic print, audio-visual, periodical and web/database collection of materials at the Frazier Park Branch that meets the vital needs of all ages of residents for information and knowledge and is accessible from remote locations.

Objectives:

- To increase the size of the children's collection from 4,700 items to at least 7,500 items and have an opening day collection of at least 6,000.

Roles:

Collection Development Librarian – selects materials with input from Branch Librarian, places orders.

Bibliographic Control Librarian – orders materials, fund account, catalogs materials and adds them to the database.

Bibliographic Control staff – processes materials, inputs location status, distributes to branch

Branch staff – reviews and shelves materials as they are received.

Service Indicators/Evaluation Tool:

Number of books purchased, received and cataloged for the Frazier Park Branch.

- To purchase, process and make available children's materials in Spanish and have at least 100 available by opening day.

Roles:

Collection Development Librarian – selects materials with input from Branch Librarian, places orders.

Bibliographic Control Librarian – orders materials, fund account, catalogs materials and adds them to the database.

Bibliographic Control staff – processes materials, inputs location status, distributes to branch

Branch staff – reviews and shelves materials as they are received.

Service Indicators/Evaluation Tool:

Number of books purchased, received and cataloged for the Frazier Park Branch.

- To shelf existing young adult materials in a new space designated for young adults.

Roles:

Branch Librarian – assigns and trains staff in shelving procedures and details.

Branch staff – shelves appropriate materials in corresponding locations.

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Service Indicators/Evaluation Tool:

Number of books purchased, received and cataloged for the Frazier Park Branch.

- To select, purchase, process and make available at least 2,000 additional young adult materials including hardback, paperback and graphic novels and have at least 800 available by opening day in response to teen needs.

Roles:

Collection Development Librarian – selects materials with input from Branch Librarian, places orders.

Bibliographic Control Librarian – orders materials, fund account, catalogs materials and adds them to the database.

Bibliographic Control staff – processes materials, inputs location status, distributes to branch

Branch staff – reviews and shelves materials as they are received.

Service Indicators/Evaluation Tool:

Number of materials purchased, received and catalogued for the Frazier Park Branch.

- To increase the size of the adult collection including materials in Spanish from 7,904 items to at least 22,000 items and have an opening day collection of at least 11,000 items.

Roles:

Collection Development Librarian – selects materials with input from Branch Librarian, places orders.

Bibliographic Control Librarian – orders materials, fund account, catalogs materials and adds them to the database.

Bibliographic Control staff – processes materials, inputs location status, distributes to branch

Branch staff – reviews and shelves materials as they are received.

Service Indicators/Evaluation Tool: Number of materials purchased, received and catalogued for the Frazier Park Branch.

- To increase the size of the existing reference collection from 401 to at least 1,400 and have an opening day collection of at least 700.

Roles:

Head Reference Librarian – selects materials with input from Branch Librarian, places orders.

Bibliographic Control Librarian – orders materials, fund account, catalogs materials and adds them to the database.

Bibliographic Control staff – processes materials, inputs location status, distributes to branch

Branch staff – reviews and shelves materials as they are received.

Service Indicators/Evaluation Tool:

Number of materials purchased, received and catalogued for the Frazier Park Branch.

- To develop a reference collection of textbooks supplied by the school district for use by students and parents. This will consist of two copies of each K – 12 grade core curriculum textbooks. A copy of the District's CD on computer literacy will be placed on library desktops for use on all of the library's computers.

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Roles:

Branch Librarian will collect textbooks from school district, shelve them in a designated location and weed expired texts as new ones are provided.

School District – provides textbooks and updates as well as CD on district requirement on computer literacy, publicize location of textbooks to students and staff.

Service Indicators/Evaluation Tool:

Number of current textbooks donated and shelved.

Desktop icon networked on all public and staff computers that links to the school district's computer literacy program.

- To develop a career collection of at least 300 items including at least one vocational database such as "Eureka" with remote availability.

Roles:

Branch Librarian – arranges to locate career collection in a prominent location within the branch for ease of access to all users, publicizes collection, trains staff in its scope, arranges for volunteer formal and informal career/vocational workshops/training.

School District – promotes public library career resources, programs and services to students and staff. Library promotes resources to the community.

Service Indicators/Evaluation Tool:

Number of materials purchased, received and catalogued for the Frazier Park Branch. Circulation.

- To expand the audiovisual collection from 750 items to at least 2,100 items with an opening day collection of at least 1500 items.

Roles:

Audio Visual Librarian – selects materials with input from Branch Librarian, places orders.

Bibliographic Control Librarian – orders materials, fund account, catalogs materials and adds them to the database.

Bibliographic Control staff – processes materials, inputs location status, distributes to branch

Branch staff – reviews and shelves materials as they are received.

Service Indicators/Evaluation Tool:

Number of materials purchased, received and catalogued for the Frazier Park Branch.

- Within the audio visual collection to expand the existing Books On Tape Collection from its current size of 107 to at least 525 including Books on CD with an opening day collection of at least 300.

Roles:

Audio Visual Librarian – selects materials with input from Branch Librarian, places orders.

Bibliographic Control Librarian – orders materials, fund account, catalogs materials and adds them to the database.

Bibliographic Control staff – processes materials, inputs location status, distributes to branch

Branch staff – reviews and shelves materials as they are received.

Service Indicators/Evaluation Tool:

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- Number of materials purchased, received and catalogued for the Frazier Park Branch.
- To update and expand the existing Vertical File with at least 200 new files by opening day that reflect patron information inquiries and curriculum topics.
 - Roles:
 - Collection Development Librarian – selects materials with input from Branch Librarian, places orders.
 - Bibliographic Control Librarian – orders materials, fund account, catalogs materials and adds them to the database.
 - Bibliographic Control staff – processes materials, inputs location status, distributes to branch
 - Branch staff – reviews and shelves materials as they are received.
 - Service Indicators/Evaluation Tool:
 - Number of materials purchased, received and catalogued for the Frazier Park Branch.
 - To install 17 public access networked computer workstations and laptops to networked high speed color printers with networked print management and scheduling software by opening day that are equipped with the Internet, the Library's on-line catalog and reference databases including, but not limited to, InfoTrac (2,600 periodicals) and Reference U.S.A.
 - Roles:
 - Electronic Services Librarian – coordinates selection, ordering, fund accounting, installation of computers/software, inventory control and training of staff
 - Service Indicators/Evaluation Tool:
 - Number of computers installed and operational.
 - To expand the Frazier Park website page to include local information as well as at least 50 Internet links for remote access by all ages and interest groups by opening day.
 - Roles:
 - Electronic Services Librarian – oversees the redesign of branch web pages and input of needed information with suggestions from Branch Librarian.
 - Service Indicators/Evaluation Tool:
 - Redesign and updating completed by opening day
 - To develop a periodicals collection of 45 adult, 9 young adult and 6 juvenile magazines as well as 9 newspapers with space available for shelving two years' work of back issues in a way accessible to the public and to have them available on opening day.
 - Roles:
 - Collection Development Librarian – selects periodicals with input from Branch Librarian
 - Bibliographic Control staff - places orders.
 - Service Indicators/Evaluation Tool:
 - Number of materials purchased, received and catalogued for the Frazier Park Branch.
 - To hire new staff and provide a minimum of 40 hours in training to them and 8 hours of training for the entire staff in procedures and skills needed to help the public effectively prior to opening day.

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Roles:

Deputy Director – oversees planning of training

Head of Branches – coordinates training

Management Team and Reference Librarians – design and present training

Branch Librarian – schedules staff to attend training and follows up with support of training modules

Service Indicators/Evaluation Tool:

Trained staff by opening day. Positive response by patrons to effectiveness of staff assistance through Customer Satisfaction Surveys.

- To review and revise job descriptions for each staff member outlining priorities of duties that focus on making helping the public the highest priority and monitoring staff work habits as to productive and appropriate time management.

Roles:

Head of Branches – oversees development of staff job descriptions

Branch Librarian – works with Head of Branches and staff to delineate job duties, their priority and promotes excellent time management skills.

Service Indicators/Evaluation Tool:

Positive response by patrons to availability and willingness of staff to provide adequate assistance through Customer Satisfaction Surveys.

- To put a daily staff schedule in place by opening day that allows staff ample, uninterrupted time to assist the public effectively without the time being superceded by off-desk duties.

Roles:

Head of Branches – monitors and approves schedule

Branch Librarian – makes schedule and monitors that it is followed by staff effectively

Service Indicators/Evaluation Tool:

Positive response by patrons to availability and willingness of staff to provide adequate assistance through Customer Satisfaction Surveys.

- To establish a procedural manual for answering e-mail questions and assign staff to that duty by opening day.

Roles:

Head of Reference and Electronic Services Librarian draft policy/procedures with input from Management Team and selected Branch Librarians including the Frazier Park Branch Librarian.

Director of Libraries – reviews and approves or modifies policy/procedures.

Head of Branches – trains branch staff in policy/procedures

Branch Librarian- schedules staff for this duty

Service Indicators/Evaluation Tool: Policy/procedures printed in manual format and communicated to general public and e-mail responses to patrons sent within 24-hour period of receipt by opening day.

- To Computer/Homework Center “Learning Lab” and have those procedures in place by opening day.

Roles: Head of Youth Services, Head of Branches, Frazier Park Branch Librarian and designee from the El Tejon Unified School District -confer and prepare draft of procedures.

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Director of Libraries and Superintendent of Schools – approve/modify procedures.

Superintendent of Schools or designee - communicates procedures to appropriate school staff.

Branch Librarian trains staff in new procedures.

Branch staff implement new procedures.

Service Indicators/Evaluation Tool:

Computer/Homework Center “Learning Lab” to be available at opening day and operational on a regular basis within one week of opening and procedural manual to be completed by opening day.

- To install signage in the building that clearly directs the public to all collections, resources and information they need and have that signage installed by opening day.

Roles:

Interior Designer designs signs and locations

Director of Libraries or designee – approves signage design and placement

On-site building supervisor and interior designer – supervises the correct installation and placement of signage in accordance with specifications and ADA access.

Service Indicators/Evaluation Tool:

Signage installed in appropriate locations by opening day.

- To design, prepare and print separate brochures for children, young adults and adults in both English and Spanish to market the Frazier Park Branch as a center for information and resources and have those brochures available to the general public by opening day and give them to at least 90% of library visitors during the first month of opening.

Roles:

Head of Support Services - plans text and layout with input from Branch Librarian.

Graphic Artist – designs and produces brochures.

Service Indicators/Evaluation Tool:

Brochures distributed by opening day.

- To distribute children’s library fliers to 95% of students in grades K – 6 of the El Tejon Unified School District within the first six months of opening.

Roles:

Branch Librarian - coordinates schedule with schools to visit classes to distribute fliers.

Branch Librarian – schedules staff to visit school classes.

Branch Librarian – trains staff on appropriate public presentations.

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of classes visited and number of children met as prepared for the California State Library Report..

- To schedule presentations and distribute young adult library fliers to 95% students in grades 7 – 12 of the El Tejon Unified School District within the first six months of opening.

Branch Librarian - coordinates schedule with schools and visits classes to distribute fliers.

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Branch Librarian – trains staff on appropriate public presentations.

Branch Librarian – schedules staff to visit school classes.

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of classes visited and number of teens met as prepared for the California State Library Report.

- To schedule presentations and distribute adult library brochures to at least five adult agencies and organizations within the first six months and another five in the second six month period after opening to introduce library resources during public presentations.

Roles:

Branch Librarian – Selects, visits and promotes library services and resources to five community organizations during each six-month period of the first year.

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of groups met and number of attendees as prepared for the California State Library Report.

- To increase the number of registered borrowers by 200% within the first year of operation.

Roles:

Branch Librarian – promotes patron registration in house, via community publicity and via community presentations

Service Indicators/Evaluation Tool:

Annual branch statistics report on patron registration as prepared for the California State Library Report.

- To increase the number of out-of-county library users by 50% within the first year of operation.

Roles:

Branch Librarian – promotes out-of-county use via community publicity

Service Indicators/Evaluation Tool: Statistics report on out of county use (Direct Loan Survey report for the California State Library) and zip code analysis of registered borrowers.

- To visit every kindergarten class in the El Tejon Unified School District during the first year of operation to acquaint children with the new branch and the use of library cards.

Roles:

Branch Librarian – oversees scheduling of kindergarten visits, arranges publicity, oversees quality of service

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of classes of children visited, number of library cards issued to kindergarteners, positive response from children and teachers surveyed through Customer Satisfaction Surveys.

- To conduct at least 16 class tours of the new branch during the first year of operation and present a program to each class responsive to their level of “need to know” about the branch, materials and services through a subject oriented approach (i.e. music).

Roles:

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Branch Librarian – oversees scheduling of tours, assigns staff to present programs, monitors quality of program

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of classes, number of students who attend tours as prepared for the California State Library Report.

Positive response by students and teachers surveyed through Customer Satisfaction Surveys.

- To increase the branch circulation, the number of holds placed for/by patrons and the number of Inter Library loans requested by patrons by at least 100% within the first year of operation.

Roles:

Branch Librarian – promotes use of materials in house and via community publicity

Service Indicators/Evaluation Tool:

Annual branch statistics on circulation, holds, and ILL's as prepared for the California State Library Report.

- To increase the number of reference questions answered, the number of subject requests sent to Library Headquarters, the number of reference questions passed on to 2nd level reference in Fresno to the SJVIS, and the number of "24/7" reference questions referred by at least 100% within the first year of operation.

Roles:

Branch Librarian trains staff in techniques of reference services.

Branch Librarian sends staff for training in Library Headquarters by Beale Reference Librarians.

Staff enroll in SJVIS' Reference Correspondence training online.

Service Indicators/Evaluation Tool:

Number of reference questions answered based on service indicators and circulation tools in the Branch annual reference statistics for the California State Library Report.

Patron comment forms and Customer Satisfaction Surveys.

Analysis of subject requests forwarded to the main resource library from the Frazier Park Branch. Number of staff that complete online Reference Course

- To see an overall improvement in API school test scores for the El Tejon Unified School District when the test is administered in the year following the first year of new branch operation.

Roles:

Branch Librarian – monitors reports of test results.

Service Indicators/Evaluation Tool: Annual reports of test results from CBEDS as provided by the El Tejon Unified School District.

- To increase the number of people who use public access computers and the total number of hours computers are used by the public by at least 200% within the first year of operation.

Roles:

Branch Librarian – monitors and promotes the effective use of public access computers.

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Electronic Services Librarian – oversees that computers are kept in operating condition and conducts staff training as needed.

Service Indicators/Evaluation Tool:

Annual branch statistics on computer usage by the public as prepared for the California State Library Report.

- To increase the use of the Kern County Library web page (www.kerncountylibrary.org) and the page designated for Frazier Park Branch information and links to an average of 200 uses per month by Frazier Park patrons during the first year of operation.

Roles:

Branch Librarian – oversees publicity for services and distribution to community and communicates web page updates to Electronic Services Librarian

Electronic Services Librarian – maintains the Frazier Park Branch page on the Kern County Library web page.

Service Indicators/Evaluation Tool:

Annual San Joaquin Valley Library System branch specific statistics on Web page usage.

Positive response by users via Customer Satisfaction Surveys.

- To install two Audio Visual listening/viewing centers in the new branch (one with assistive technology) that are used an average of six hours per day during the first year of operation.

Roles:

Branch Librarian – oversees the use of the service, drafts and distributes publicity to the community, oversees staff training.

Audio Visual Librarian – participates in the selection of equipment and provides appropriate training as needed.

Service Indicators/Evaluation Tool:

Annual San Joaquin Valley Library System branch specific statistics on computer equipment usage.

Positive response by users through Customer Satisfaction Surveys.

- To set up monthly theme-based displays of appropriate print and non-print formats that reflect self-help topics the public has indicated a personal need for like career information, specific skill information, quality of life issues, health and law topics, etc. that are marketed to help people find needed material and whose contents are 50% checked out by the end of the display period.

Roles:

Branch Librarian – solicits display suggestions from community and staff members, gathers ideas from the annual "Chase's Calendar of Events," schedules displays, assigns staff to gather materials for it, oversees the display of the materials and publicizes each new display in the community.

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of materials checked out from displays.

Positive response by library patrons through Customer Satisfaction Surveys.

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Goal #2 To develop the Frazier Park Branch into a personalized learning environment with a skills-based approach to service.

This goal is developed to meet the overwhelming need of individuals for skills to empower their success in all arenas including personal, academic and career.

Objectives:

- To solicit a cadre of at least 10 adult volunteers who commit to work with the public in the branch on a regular basis during the first year of service to provide help and/or tutor training to both youth and adults on a variety of topics including basic reading and information literacy training, homework help, print and Internet/electronic resource search strategies and/or teach computer skills to patrons either on an individual basis or in a classroom setting on-site or off-site.

Roles:

Branch Librarian – coordinates recruitment, training, scheduling, assigning work and supervision of volunteers.

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of volunteers and hours worked compiled for the California State Library Report.

Volunteer satisfaction with assignments as evidenced in Volunteer Satisfaction Surveys.

- To utilize the services of between 5 – 10 students that have been trained through the school district's ComTec academy training program with its specialized components to be Computer/Internet Docents to volunteer at the Frazier Park Branch to be on duty on a scheduled basis to assist customers in use of the public Library's electronic resources and to provide tutor training as well as computer training to school staff as well as the public on topics including Microsoft Office and information literacy.

Roles:

Branch Librarian – works with schools to identify students, provides student orientation and training, schedules students for tutoring and classes, monitors student volunteer work and provide reports to the school as needed, provides docents with t-shirts and badges to wear while volunteering that identify their role.

School District Coordinator of Technology Services – identifies, recruits and enrolls students in the school's ComTec training academy and its various components and serves as liaison between the school and the library on the project, coordinates community service credit hours for students.

School District – provides ComTec and related Cisco computer training program for students, offers student credit to student volunteers who work in the community, publicizes tutoring and classes within the school district, grants student access to the Kern County Library website.

Student volunteers – take training in special school computer classes as well as in library procedures and resources, volunteer on a scheduled basis to assist customers in the use of library electronic resources, conduct at least one two-hour tutoring workshop per month

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in the Library's Computer/Homework Center "Learning Lab" or in the public meeting room with laptops or at a community location for an off-site class, troubleshoot basic computer/printer technical problems.

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of student volunteers recruited, number of hours worked, retention rate of volunteers as compiled for the California State Report.

Positive responses from customers, school personnel and student volunteers through Customer Satisfaction Surveys.

- To plan, schedule and design a series of public education classes that include Microsoft Office functions, information literacy, special survival topics like career information and self-help issues as well as classes/workshops conducted by community agencies and volunteers related to areas of need including English as a Second Language, literacy, etc.

Roles:

Branch Librarian – coordinates plans, assigns and reviews curriculum development, contacts community agencies/volunteers, plans and publicizes classes/workshops, oversees class development and conducts evaluations.

Service Indicators/Evaluation Tool:

Community response to initial plans, agency/volunteer commitment, quality of curriculum through Customer Satisfaction Surveys.

- To provide at least four computer classes to the public each month of the first year of operation on various topics including basic introduction to Microsoft Office, keyboarding and use of mouse skills, search strategies for Internet and reference databases as well as information literacy and other appropriate computer classes and geared to specific audiences on-site and off-site including senior citizens.

Roles:

Branch Librarian – coordinates class schedules, recruits trainers from the public as well as staff, oversees curriculum development, arranges training for computer class instructors, publicizes classes in the community, oversees their effectiveness.

Electronic Services Librarian – oversees that computers are kept in operating condition and conducts staff training as needed.

Service Indicators/Evaluation Tool:

Annual branch statistics on Class attendance and number of programs offered as compiled for the California State Library Report.

Positive response from class participants through Customer Satisfaction Surveys. Decreased need for staff assistance with computers by the public.

- To plan and implement at least six information literacy programs annually on such topics as hygiene, medical and dental information, nutrition, parenting, literacy, ESL and GED classes for Healthy Start Head Start students and parents in cooperation with Healthy Start staff.

Roles:

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Branch Librarian – will work with Healthy Start Head Start to schedule times and topics for classes and design, produce and distribute publicity as well as schedule staff to provide training.

Healthy Start Head Start – will work with Branch Librarian to schedule times and topics for classes, distribute publicity to client group and participate in evaluation process.

Service Indicators/Evaluation Tool:

Annual branch statistics on attendance, number of attendees who attend at least 70% of programs. Positive testimony by participants through Customer Satisfaction Surveys.

- To create a Computer/Homework Center “Learning Lab” with two of the public access computers in the computer area designated for live online homework help during all the open hours of the library (46 weekly hours) loaded with homework help software in accordance with the cooperative joint venture project with the El Tejon Unified School District; to see an average of at least 20% of the children use the service weekly throughout the first year of service.

➤ Roles:

Electronic Services Librarian – oversees purchase and installation of tutoring software funded by the school district, provides training as needed, established in-house and remote access to homework tutoring online and educational software games related to the curriculum.

Branch Librarian – drafts publicity and oversees publicizing service to target audiences.

School District – grants the Library access to teacher’s websites for students to access their homework assignments, and gives library the “computer literacy curriculum” in CD format required at the high school by students and teachers, publicizes program to students.

Service Indicators/Evaluation Tools:

Annual branch usage statistics compiled for the California State Library Report.

Positive responses from students, teachers and parents through Customer Satisfaction Surveys.

- To oversee staff and volunteers who work out of the Computer/Homework Center “Learning Lab” providing help with assignments, tutoring, telephone assistance for students unable to get to the library and by “live” Internet communication with students at remote locations who seek homework assistance.

Roles:

Electronic Services Librarian – oversees installation of equipment and software and provide training as needed

Branch Librarian – arranges training for staff, oversees development of operating procedures, oversees quality of service provided, arranges for publicity in the community

Designated Staff - spends the hours the service is operational by working directly with each student who enters the area juggling when more than one student needs specialized help at the same time including requests for homework help via the telephone or “live” computer hotline.

Service Indicators/Evaluation Tools:

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Annual branch statistics on volunteer participation, reference questions answered and number of students served as compiled for the California State Library Report.

Positive response to service by students, teachers, parents through Customer Satisfaction Surveys.

- To develop a portable computer lab with 20 networked laptop computers, portable data projector and portable screen for the purpose of teaching computer and information literacy classes in branch meeting room facilities and at community locations.

Role:

Electronic Services Library oversees the selection, ordering, installation and training of equipment

Branch Librarian – coordinates schedule of laptop computer lab in the branch and in the community via staff and adult and student volunteer instructors. Arranges for curriculum and publicity.

Computer Instructors – work with Branch Librarian on curriculum planning and development.

Service Indicators/Evaluation Tools:

Annual branch statistics on annual usage including number of programs scheduled and attendance at each as compiled for the California State Library Report.

Positive response from attendees through a Customer Satisfaction Survey.

- To make group study and private tutoring rooms available for self and directed learning with an average usage of 30 people per week using the facilities a minimum average of 30 hours per week during the first year of opening.

Roles:

Branch Librarian – drafts and distributes publicity about the availability of the rooms for private study and monitors their use

Service Indicators/Evaluation Tools:

Annual branch usage statistics as compiled for the California State Library Report.

Positive response by users through Customer Satisfaction Surveys.

Goal #3 **To effect positive change in individuals' personal growth through enrichment and motivational programming in a library setting.**

Objectives:

- To plan and present at least three different children's and young adult literature-based reading enrichment programs as part of the cooperative joint venture project with the El Tejon Unified School District ETUSD during the first year of operation with one program presented in each of the District's school sites as well as repeated in the Frazier Park Branch.

Roles:

Branch Supervisor, Head of Branches and Head of Community and Support Services – work with Superintendent and principals of the ETUSD to select

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storyteller/performers and select programs, oversees professional agreements with presenters.

Branch Librarian – works with Head of Branches, the Superintendent of the ETUSD on the design, publicity and schedule of programs as well as conducts the programs held at the Branch.

School District – participates in planning and evaluation of programs and publicizes programs to students and their families.

Service Indicators/Evaluation Tools:

Annual branch program attendance statistics compiled annually for the California State Library Report.

Positive response from attendees at each program through a Customer Satisfaction Survey.

- To present at least 6 adult programs during the first year of operation with an average attendance of 40 adults at each program.

Roles:

Branch Librarian – plans programs, recruits program presenters from staff or the community, drafts and distributes publicity, oversees quality of the program

Service Indicators/Evaluation Tools:

Annual branch program attendance statistics and number of programs offered as compiled for the California State Library Report.

Positive response by attendees at each program through Customer Satisfaction Surveys.

- To present at least 5 young adult programs during the first year of operation with an average attendance of 20 teens at each program.

Roles:

Branch Librarian – Solicits community presenters, plans, schedules, publicizes and coordinates all programming.

Service Indicators/Evaluation Tools:

Annual branch program attendance statistics and number of programs offered as compiled for the California State Library Report.

Positive response by attendees through Customer Satisfaction Surveys.

- To conduct at least 36 preschool story times during the first year of attendance with an average attendance of 30 at each program.

Roles:

Branch Librarian – oversees scheduling of story times, publicity, training of storytellers, quality of programs

Head of Children's Services – provides training and program guidance as needed

Service Indicators/Evaluation Tools:

Annual branch statistics on program attendance compiled for the California State Library Report.

Positive response from participants through Customer Satisfaction Surveys.

- To conduct at least 8 school age literature-based, reading motivational programs at the branch with an average attendance of 30 at each program and present one program at each of the schools in the ETUSD during the first year of operation.

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Roles:

Branch Librarian – oversees scheduling of programs, publicity, training of presenters, quality of programs

Head of Children's Services – provides training and program guidance as needed

Service Indicators/Evaluation Tools:

Annual branch program attendance statistics and number of programs offered as compiled for the California State Library Report.

Positive response from participants through Customer Satisfaction Surveys.

- To provide SAT Prep sessions for students preparing to take the SAT test.

Roles:

Branch Librarian – schedules meeting room use and staffing for the sessions. Arranges with the Friends of the Library to provide refreshments. Publicizes sessions to the community.

School District – works with Branch Librarian to schedule sessions, publicizes training to students, recruits presenters and student assistants, provides service credit to student assistants, provides library with SAT study materials and resource binders before and during the prep sessions.

Service Indicators/Evaluation Tools:

Annual branch program attendance statistics and number of programs offered as compiled for the California State Library Report.

Testimony by students, parents and school district personnel through Customer Satisfaction Surveys.

- To conduct a Summer Reading Program for children and a Teen Reading Program for young adults during the first year of operation with a participation of at least 200 children and 50 teens.

Roles:

Branch Librarian – oversees program operation and publicizes the service in the community

Head of Children's Services – provides training and program guidance as needed

Service Indicators/Evaluation Tool:

Annual branch summer reading program statistics as compiled annually for the Kern County Library Report.

Positive response by participants, parents and teachers through Customer Satisfaction Surveys.

Goal #4: To establish the Frazier Park Branch as a prime focus or center for local information as well as for community outreach, partnerships, activity and gathering.

Objectives:

- To extend the invitation for community input into the building design, collections, programs, services and future and to communicate the commitment by the Library to create the building and service plan for the new structure around the community wishes. This was begun with an extensive Needs Assessment process and will continue with ongoing communication between the Director of Libraries, the Branch Librarian, the EI

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Tejon Unified School District ETUSD and at least 75% of community agencies, businesses and organizations during the time prior to construction and throughout the branch operation.

Roles:

Director of Libraries – initiates and carries out extensive formal and informal Needs Assessment process including surveys, focus groups, individual key informant interviews, town meetings, attendance at ongoing meetings, direct communication with the ETUSD and personal interviews with residents of all ages and from all walks of life.

Branch Librarian – participates in the Needs Assessment process and identifies agencies, businesses, organizations and formal and informal community leaders.

Service Indicators/Evaluation Tool:

Positive community responses to the program through Customer Satisfaction Surveys.

Community commitment to continue to collaborate/partnership with the Library through their attendance at branch events, their use of materials and services, their use of meeting rooms as evidenced in annual branch statistics compiled for the California State Library Report.

Community donations of money, local materials and assistance in publicizing library materials, services and events.

Community willingness to continue joint ventures and collaborative programs.

- To design a new branch that includes one multi-purpose meeting room with a capacity of 60 with adjoining set-up kitchen and a study room with a capacity of 6 around a study table and to furnish them with needed amenities including state-of-the-art audio-conferencing, audio-visual/computer equipment with sound and computer image projection capabilities as well as appropriate furnishings.

Roles:

Director of Libraries – works with County officials, architect, interior designer, Branch Librarian, community leaders and others to design the facilities

Service Indicators/Evaluation Tool:

Inclusion of said meeting rooms in final plans

- To include a wide variety of types of comfortable seating via lounge seating and table/chair seating as well as benches that are spread throughout the new facility including the exterior so that a welcoming ambiance and comfortable environment is established by the time of opening.

Roles:

Director of Libraries – works with County officials, architect, interior designer, Branch Librarian, community leaders and others to design the décor and furnishings

Service Indicators/Evaluation Tool:

Positive community response to the use of space and furnishings in the new building through Customer Satisfaction Surveys.

- To incorporate 22 works of art of natural, cultural and historical artistic and color elements throughout the building so that the branch can truly reflect the setting and desires of the community. Also, incorporate at least 36 photographs from the “Shades of California – Shades of the Hill” photo-archive project in a clerestory exhibit so that the initial message

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people receive upon entering the branch is a local message.

Roles:

Director of Libraries – works with architect, interior designer, Branch Librarian, Head of Community and Support Services, community and branch representatives, and others to select the artists for commissions, develop contracts with the artists, select sculpture, retain an exhibit specialist to select, edit, design and reproduce the archival photographs for the clerestory to complement the interior decor, and install the works of art and photo-archival exhibit by opening day.

Service Indicator/Evaluation Tool:

Number of installed works of art by opening day; Positive community response to the art through Customer Satisfaction Surveys.

- Develop a monthly art exhibit schedule working with the community and local artists that reflects the history, culture, development, usage and environment of the region.

Roles:

Director of Libraries, Head of Branches, Head of Community and Support Services and a representative from the Kern County Library Foundation's Art Committee develop an art exhibit and selection policy.

Branch Librarian advertises the service, accepts applications for exhibits, select artists to exhibit together with the Head of Community and Support Services.

Branch Librarian works with local artists to install art in branch.

Branch Librarian – publicizes the collection in the community.

Service Indicators/Evaluation Tool:

Installation of art in the Frazier Park Branch; number of annual exhibits.

Positive community response to the art exhibits in the new building through Customer Satisfaction Surveys.

- To convene at least 100 community meetings in the large meeting room and 100 meetings in the small study room during the first year of opening.

Roles:

Branch Librarian – Communicate availability of facilities to community.

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of times the meeting rooms are used and the attendance at each program as compiled for the California State Library Report.

Positive response from attendees through Customer Satisfaction Surveys.

- To collaborative on at least three joint programs with community agencies during the first year of operation.

Roles:

Branch Librarian – works with community agencies to design, publicize and present collaborative programs.

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of times the facility is used and the attendance at each program as compiled for the California State Library Report.

Positive response from attendees through Customer Satisfaction Surveys.

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- To design and install three lockable, glass-enclosed display cases within the branch for the library, community groups, and individuals to use to display information and memorabilia and to publicize the availability of the display space to community groups and to schedule a different exhibit each month during the first year of operation.

Roles:

Director of Libraries – works with County representatives, architect, interior designer, Head of Branches, Branch Librarian, community agency representatives, and library staff to design the display cases to meet community needs and complement the building's décor.

Branch Librarian – Communicate availability of facilities to community and schedules monthly exhibits. Designs and installs library exhibits with branch staff.

Service Indicator/Evaluation Tool:

Annual branch statistics on the number of exhibits.

- To design and install a community announcement area within the branch for community groups and individuals to post announcements of community interest, to publicize the availability of the announcement space to community groups and to have at least 25% of the community groups use the posting space during the first year of operation.

Roles:

Director of Libraries – works with County officials, architect, interior designer, Head of Branches, Branch Librarian, community leaders and others to design the announcement area to meet community needs and complement the building's décor.

Branch Librarian – Coordinate availability and use of announcement area.

Service Indicator/Evaluation Tool:

Annual branch statistics on the number of announcements posted during the year.

- To design and install a special area called "Mountain Treasures" that is devoted to local information including space for collections of books and marketing of books as well as space for vertical file materials and local newsletters that reflect the geology, geography, biology, history, culture, economy, demography and social concerns of the area's businesses, agencies, organizations and individuals and have it stocked with appropriate materials by opening day.

Roles:

Director of Libraries – works with County officials, architect, interior designer, Branch Librarian, community leaders and others to design the "Mountain Treasures" area to be a prominent part of the building, meet community needs and complement the building's décor.

Service Indicators/Evaluation Tool:

Positive community response through Customer Satisfaction Surveys.

Annual branch statistics on the use of the materials as compiled for the California State Library Report.

- To solicit a cadre of at least 10 volunteers who commit to work behind the scenes in the branch on a regular basis during the first year of service to do a variety of volunteer jobs

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related to their skills and interests including clerical duties, shelving, book mending, art work, program preparation, etc.

Roles:

Branch Librarian – coordinates recruitment, training, scheduling, assigning work and supervision of volunteers.

Service Indicators/Evaluation Tool:

Annual branch statistics on the number of volunteers and their hours worked as compiled for the California State Library Report.

Volunteer satisfaction with assignments based on volunteer satisfaction surveys.

- To increase the membership size and participation level of the Friends of the Frazier Park Branch by tripling the number of members and encouraging their support of and involvement in Frazier Park Branch events and programs.

Roles:

Branch Librarian – encourages more membership and greater level of participation.

Service Indicators/Evaluation Tool:

Statistics from the Friends of the Frazier Park Branch on increased membership, increased attendance at Branch functions, increased money donated to support branch collections, services and/or programs.

Types Of Services To Be Offered

Kern County Library Overall Description

All branches of the Kern County Library function under the same basic charge: to provide the best possible public library resources and services possible to meet the information needs of the local community. As one of 24 branches in the Kern County Library, the Frazier Park Branch provides the same resources and services as other branches, but on a smaller scale commensurate with the building's size. All Kern County Library three bookmobiles, the central library and the 24 branches, including the Frazier Park Branch, provide the following resources and services:

- **Collections** of print, non-print and electronic resources that are kept accurate, up-to-date and responsive to Kern County residents' needs on all subjects, from all points of view, for all interests and ages.
- **Open Access to all information** by all people from every part of Kern County regardless of their age, gender, religion, culture or socioeconomic status that is equal for everyone, confidential and respectful of the right of individual privacy.
- **Well-trained, friendly and helpful staff** whose main job focus is successfully helping each individual locate materials, resources, answers and services that are needed.
- **Library facilities** that are welcoming to and easily accessible by residents throughout Kern County with hours of opening that are convenient for the public's lifestyle. Library facilities need to be centers for community meeting and information sharing, study and the advancement of quality of life and life-long learning. Facilities need to be adequate in size to house needed resources, provide services and meeting/gathering space. Facilities

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need to be accessible to all in safe areas with ample parking and they need to be visually stimulating, promote the mission of the Library and flexible in design to respond to future resource and service needs.

- **Library services** that promote the Library's mission and are geared to all ages and interests in all communities. Libraries are more than storehouses of books. Libraries develop interactive and creative services that are designed to help people effectively utilize Library resources and at the same time enrich individual lives.
- **Web access** to Library catalogs, databases, materials, resources, online training, distance learning, policies and web accessible services along with online reference response. Web access is the way to take the Kern County Library into homes and business and provide the Library to the public at their most convenient location and time. Plans to provide access to the Spanish reading public are in progress.
- **Innovative technology** is essential for today's libraries. Electronic and technological advances have revolutionized the way libraries provide information. The Kern County Library, in conjunction with other jurisdictions in the San Joaquin Valley Library System, have developed a Technology Plan that moves the Kern County Library forward in the integration of technology into their overall service plan. It stays on the cutting edge of available technology.
- **Community partnerships** integrate the Library into the mainstream of community life and position the Library as a responsive and active partner in local activity.

Frazier Park Branch Service Description

While the basic mission and services are constant among all Kern County Library facilities, specific services are intentionally branch-specific in an attempt to be as responsive as possible to local needs, interests and concerns.

The proposed Frazier Park expanded branch will look a great deal different than its current temporary configuration. First, it will be located in a high traffic area and more visible to the general population. Second, the basic increase in size from its temporary leased room of 1,184 square feet to a building almost 8.5 times larger than the current size will enable it to not only do what it already does on a grander scale, but also add services and resources never before possible including space for meeting rooms, tutor rooms and space for the joint venture agreement with the School District.

Out of the recent Needs Assessment process came four service directions that will form the foundation of service goals at the new branch. Those service directions to be strengthened include (1) on-site and off-site access to a multi-formatted collection that maximizes its value to users through in-person and web-based assistance by customer-oriented and well-trained staff; (2) a skills-based approach to service that includes classes, workshops and one-on-one instruction by staff and trained adult and student volunteers as well as those sponsored by community agencies that will help residents develop abilities that will directly improve their quality of life; (3) enrichment programming for all ages to widen children's perception of the world and opportunities for success and meet the social and cultural needs of teens, senior citizens and

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adults in general; and (4) a centrally located facility that meets the community's needs for meeting/gathering, sharing community information, houses resources that highlight and preserve the region's history/culture and by accomplishing all this, serves to give the disparate seven small living areas a true sense of community focus.

This expanded service foundation is the recipe for branch success, but it needs one more ingredient, community participation. That is integral to the development of a library that is valued by its community and, at the same time, provides value to them.

The ingredient of community participation will truly be an intrinsic part of the new plan of service. Official participation is an outgrowth of the close involvement with the El Tejon Unified School District in identifying community needs and working together with library staff to meet those needs. The Joint Venture partnership agreement calls for a Computer/Homework Center "Learning Lab" with a reference collection of current textbooks on hand for students and parents to use when school is not in session. It calls for online access to the District's library catalogs. It calls for trained staff, community volunteers and high school volunteers who will receive service credit for volunteer hours to take shifts in the branch in order to help children with academic success. It calls for the installation of a homework online service available from remote access to maximize educational assistance. It calls for joint programs for teachers and classes to learn and successfully utilize the public library resources. It calls for trained volunteers, including the high school students, to provide virtual reference via the Internet. It calls for classes for students on research topics and SAT test preparation. It calls on high school student volunteers who have received school district training through a special ComTec Academy in computer technology to troubleshoot computers as well as teach basic computer classes to adults and children and present off-site laptop lab classes to community groups on topics of specific interest to them. It calls on library staff to develop a career resource collection and work in collaboration with the High School counselor to promote career resources. It calls on the latest in technology to provide the most efficient linkages to enable the goals of this Plan of Service to be met.

Service Direction #1: Develop on-site and off-site access to a multi-formatted collection that maximizes its value to users through in-person and web-based assistance by customer-oriented and well-trained staff.

This directly addresses the residents' two-fold need for information and knowledge. This Plan of Service responds to the need for information by the development and maintenance of an appropriate collection of materials. The second part of this need, the need for knowledge, requires that residents utilize the collection effectively and that is where customer-service oriented, trained staff plays an essential role. Requests from the public for more print and non-print materials including magazines and newspapers on all subjects for all ages, more computers to access print and electronic information as well as more personal assistance by trained staff are addressed previously in Goal #1 and in the objectives that follow it.

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Details of collection development and maintenance as well as descriptions of special collections to be highlighted are found on subsequent pages of this document. Statistic analysis of collection and shelving needs are included in the Building Program Component section. The Technology Plan outlines the public use computers and the wireless linkages for patron owned computers that will link patrons to information within the branch as well as technology and web site essential for remote access.

Service Direction #2: **Cultivate a skills-based approach to service that includes both community sponsored and library sponsored classes, workshops and one-on-one instruction by staff and trained adult and student volunteers as well as access to the Library's web page to help residents develop abilities that will directly improve their quality of life.**

Five basic components are involved in achieving this service direction: (A) development of a computer lab for informal learning, (B) development of a homework assistance program using the lab as the site of that assistance, (C) the development of formal skills-based information literacy and computer classes developed and conducted by library staff and library volunteers for the public in locations including the meeting room using 20 laptop computers and off-site using the same 20 laptop computers and necessary projection equipment for the purpose of instruction, (D) community classes/workshops/seminars presented in the branch meeting room and (E) wireless public internet access through patron owned computers that grants patrons with laptop computers access to the Library's web site and all its databases and links. This provides more opportunities for patrons to participate in distance learning and develop skills through web based tutorials.

A. Computer Lab Component:

The first component of this service direction involves developing a computer/homework center "Learning Lab" that includes assistive technology computers and is available to the public during hours the branch is open. This lab will be used by the students (including charter and home-schooled students) and the general public for self-directed or staff/volunteer assisted searching of the library catalog, reference databases, homework help and online tutorials, Internet searching via the Kern County Library home page as well as for the use of Microsoft Office functions and self-directed skills-based learning that includes distance learning and online self-directed tutorials. Staff and adult and student volunteers will be available to assist everyone who requests help. A second lab consisting of laptop computers with assistive technology and portable instruction equipment will also be developed for meeting room use as well as for off-site use. Recommendations for assistive technology were provided by the "Independent Living Center of Kern" and the Kern Assistive Technology Center.

B. Homework Center Component, A Joint Venture With the El Tejon Unified School District ETUSD

The second component of this service direction addresses the great need children have to improve their academic success as reported over and over during the Needs Assessment process. This will be achieved through personalized homework assistance for youth including teens in the Frazier Park vicinity outside the school environment. An integral message from the

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Needs Assessment process showed that Frazier Park is an isolated community of people who care about each other and look after each other. They take pride in their community and they want to see each person succeed. Concerns for students' academic success were verbalized over and over by parents, individual teachers, concerned adults, agency leaders, the school district itself and representatives of the areas home schools.

During the school day, local schools seem to be doing a better than average job educating their children. API test scores from 2001-2002 showed the elementary and middle schools in the service area ranking higher than similar schools outside the area. Even with 42% of elementary students and 33% of middle school students in free or reduced price lunch programs and 12% of the parents of elementary students and 20% of middle school students without a high school diploma, API test scores are admirable and reflect directly on the success of local schools. Only 23% of parents of elementary students and 33% of parents of middle school students have had some college classes. Yet all want to see their children succeed in school and beyond.

However, once the school day is over, many local children sink into an intellectual vacuum. The reasons for this are numerous and the answer is complex. Factors include parents who commute to Los Angeles to work and who don't have very many waking hours to spend with their children. It includes a fairly low educated populace (16.5 of adults do not hold a high school degree) who themselves lack skills to help their older children with complex assignments. It also includes parents who, for one reason or another, don't actively participate in their children's education. It is impossible to get an accurate count of the number of parents who think the school is wholly responsible for the child's education. We can't know the number of times even well-intentioned parents, overwhelmed by their own physical and mental stresses and personal lives, find it easier not to get involved in children's school work. Whatever the explanation, teachers and school administrators overwhelmingly voiced the need for homework help for students by trained staff or volunteers.

Because academic success requires homework help and because that can be achieved both with personalized assistance and live real-time computer assistance and because print and electronic resources are both utilized for learning, it seemed natural to expand the computer lab to be the site of homework help as well.

The idea of a Computer/Homework Center "Learning Lab" sprang up spontaneously from all parts of the community and has developed into the centerpiece of a joint venture with the ETUSD. This Computer/Homework Center "Learning Lab" represents a joint venture with the ETUSD. School District funds will be utilized to install, equip and license homework help software and access to "live" on-line help on two of the computers in the Computer/Homework Center "Learning Lab." Homework software will be made available to all students from fourth through twelfth grade with trained assistance standing by to help students access it successfully.

In developing this joint venture with the local ETUSD, school officials were quick to point out that only about 60 % of high school seniors go on to any higher education including vocation training

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and the majority remain living “on the hill” for the rest of their lives. Only about 20% look beyond their parents’ careers for a career choice. School officials believe that this tendency is due to a limited view of the world by the students of their opportunities as well as potential and a reluctance to leave their comfort zone of the isolated mountain environment where most feel safest. Within the region, 16.5% of adults do not have a high school diploma, which is one indicator of a low literacy rate. School officials believe that academic achievement is essential for students’ success as adults.

While local schools already offer after school tutoring to a limited target group with access to PLATO, the need for homework help extends far beyond those currently served and the remaining group currently has no where to turn for help. With parents either unable to provide homework help because of their own limited education or because of lack of time due to long commutes to and from work or because of their unwillingness to help, the library branch is the optimal location for academic assistance.

A Computer/Homework Center “Learning Lab” in the new facility is totally appropriate and obviously essential. The Frazier Park Branch is open after school and on Saturdays. It already has most of the needed materials including computers and staff alert to help. Its central location makes it accessible for residents of Frazier Park proper and it is a natural partnership opportunity with the school district

Already using software modules of “PLATO,” at the high school and “tutor.com,” at several branches in Bakersfield, real time live Internet based homework computer programs, the ETUSD dream is to see access to one of them, or a similar software program, expanded to all children at all age levels and from more locations. Even non-school personnel who had never heard the term Computer/Homework Center “Learning Lab” described it to a tee when asked what new services an expanded library should include. There wasn’t a doubt in anyone’s mind that the welfare and ultimate life-long success of youth was of prime importance to everyone and that students’ success first involved academic success. A Computer/Homework Center “Learning Lab” environment epitomizes the community goals for this branch – that the Library play an integral role in people’s daily lives and that it meets their needs in a very pragmatic and effective way.

The joint venture Computer/Homework Center “Learning Lab” will be staffed by a trained staff and adult and high school volunteers who will provide individualized assistance to young people of all ages in addition to residents of all ages who also use the Computer/Homework Center “Learning Lab”. It will be operational all hours of opening for student use and for general use by the public with two of the computers dedicated for student use. The professional staff as well as volunteer adults and high school students will use a combination of print and electronic resources to help the student master the learning process and learn to use and evaluate a variety of resources. Personalized information literacy instruction will be given by the tutors and staff as a matter of course to meet a secondary goal of bringing the student’s research, study and information retrieval skills to a higher level.

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But to be successful, a Computer/Homework Center “Learning Lab” must go even further, according to the Needs Assessment process. In addition to providing individual help to students on-site, it must also provide remote assistance via phone reference and virtual email responses to requests for help. In other words, its “live” homework help and accessibility by telephone to the professional or volunteer staff on duty must be an integral part of the program. Telephone access and web access are effective ways the Frazier Park Branch can extend service in this mountain region. Another effective way to extend homework help to the geographically isolated region is through the Kern County Library website, “Kids Page,” “Teen Page” and the Frazier Park page. Appropriate homework related links will be maintained and publicized clearly so that children can gain assistance from their home late at night or when the branch is closed. In addition, the Kern County Library will participate in the “24/7” reference service that provides professional reference real-time service 24 hours per day, seven days per week both from library computers as well as by remote access.

The Computer/Homework Center “Learning Lab” is also geared to the homework needs of the area’s teen population and will be developed with their curriculum and learning and relaxing styles in mind as well. With professional staff trained to meet curriculum needs and a collection of current textbooks on hand, with the positive support that such a partnership with the school brings and with web and telephone accessibility added, this Computer/Homework Center “Learning Lab” has the opportunity to effectively impact the teen student’s education and ultimately, his/her future success in life. In the design of the building, the lab will be situated to be easily accessible both by children and young adults.

An additional way tutoring will be encouraged is in the design of the building itself. Three tutor rooms including two tutor rooms for two and a group study room for six are part of the building program and will be available for tutoring purposes and group study. These small tutor and study rooms, as well as private carrels, will make the process of tutoring more successful.

It is important to note that the Computer/Homework Center “Learning Lab” is not just for students. While tutoring and homework help will be offered as a special service, the lab is open to all residents and specialized help will be given to everyone who requests it including adult literacy students working with the Kern Adult Literacy Council. The Computer/Homework Center “Learning Lab” staff as well as all staff and adult and high school student volunteers who have received computer training via the school district’s ComTec training program will provide personal assistance and computer help to everyone on a regular basis.

C. Information Literacy/Computer Classes:

The third component of this service direction involves formal subject-oriented instructional classes on information literacy and computer basics planned and conducted by library staff. These will be conducted in the branch meeting room using the mobile laptop computers and the portable equipment essential for computer based instruction. In addition, information literacy/computer instruction will be accomplished in the community by staff and adult and high school volunteers who take the mobile laptop computers and portable equipment essential for

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computer instruction out to community groups and agencies to provide off site computer based instruction.

D. Community Sponsored Skill-Based Training Component

Because the new branch meeting room will be one of the largest and best equipped meeting rooms in the community available for group use and because it will be equipped with state-of-the-art audio visual and data projection equipment and because the new branch is centrally located with more than adequate parking, the branch meeting room will be the site of many skill-based classes/workshops offered by various community groups and open to the public. These skill-based classes will be focused on skills needed by residents including English as a Second Language, general literacy and subject-oriented topics of interest to the populace including survival topics like career and money management.

E. Public Internet Access Through Patron-Owned Computer Component:

Through the magic of technology patrons will be encouraged to bring their own laptop computers from home and use the library branch as an environment conducive to personal work, growth and skills development by linking into the Library's electronic resources via a LAN card available in the branch that will give them wireless access to the Internet without endangering the security of the Library's network.

Service Direction #3: Initiate enrichment programming for all ages to widen children's perception of the world and opportunities for success and meet the social and cultural needs of teens, senior citizens and adults in general.

With the job market in Frazier Park limited by the nature of its size to businesses that provide basic services and minimum wage employment, the future for these young adults does not hold much hope for financial success or personal self-actualization without a higher academic degree. The Needs Assessment process revealed that the region is home to a growing number of low-income families as well as to a small but growing immigrant Latino community. While no statistics are available for the Frazier Park service areas, according to information from the Kern Adult Literacy Council, about 25% of residents in Kern County read at only a 4th grade level, or are functionally illiterate.

For these reasons and because the community is so geographically remote, the need for enrichment for all ages is extremely apparent. There is no local bookstore or movie theater, and cultural programs are extremely limited throughout the mountain communities. Outdoor recreation and limited eateries provide the main entertainment. Most of the area's 23% senior population and/or disabled population as well as impressionable children, bored teens and working adults willingly admit they need the mental stimulation that programming affords and they look to the Library to be the catalyst for the development of enrichment programming for all ages.

As part of the Needs Assessment process with school personnel, it became very clear that everyone involved wanted the public library to provide literature enrichment programs for children, parents, teachers and the general public. The School District expressed interest in

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sessions for teachers that acquainted them with the newest books, techniques for accessing information both through print and non-print sources and modeled literature-extension programming including storytelling and enrichment activities that could be duplicated in the classroom. Teachers and administrators alike expressed interest in having professional storytellers, illustrators, poets, and authors made available for performances at both the Frazier Park Branch and also at the school sites. This will be achieved through a Joint Use Venture with the El Tejon Unified School District that will fund enrichment programs.

Basic and expanded children's programming and outreach will serve all ages of the area's children. Traditional story-times for preschoolers will be expanded for frequency and subdivided for target age audiences.

Toddler story-times, family story-times and story-times for older children will be added and made a regular part of the library programming schedule. Literature-based reading motivational programming will expand from the traditional observances of Children's Book Week and the Summer Reading Program to reach children of all ages, interests and attention spans.



**Storytime at
FrazierPark!**

Many of today's children (interviews with teachers, parents and children in Frazier Park attest that this community is no different from most other areas) thrive on programming techniques designed to be hands-on based so that children learn by doing a project, participating in the storytelling or integrating actively in a program. This technique strengthens children's attention spans, teaches active listening skills, expands imaginations, builds story comprehension and moves children to a higher level of critical thinking, verbalization and ultimately writing ability.

Service Direction #4: Establish the Frazier Park Branch as a true center of community information and activity.

The Needs Assessment revealed that the official and unofficial leaders in the various mountain communities as well as service agencies, community organizations and schools all recognized the pivotal role the public library in Frazier Park could play in the development of a community center for the entire region. They recognized that a gathering and meeting place as well as a place for local resources, art, displays and community information could unite the mountain communities into one. This is a geographically isolated community's version of urban revitalization.

This is especially important in Frazier Park because the Needs Assessment process also revealed that besides the reasons of affordable housing, a more rural living situation, clean air, scenic mountain vistas, outdoor recreation, a slower lifestyle and more space, a large portion of residents have chosen to live in this mountain community for the opportunity to live independently of others. One interesting fact about this 25-mile stretch of seven communities separated by miles of space as well as by economic factors is that all seven communities by nature are

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exclusive and disparate. There is literally nothing that brings them together except the road that connects between them.

Yet residents say they want the Frazier Park Branch to play the role that town squares played in small eastern and mid-western towns. Every town needs a place where everyone congregates and the Needs Assessment clearly conveyed the wish that this role be played by the Frazier Park Branch.

While agencies, schools and organizations in the mountain communities have reaped tremendous benefits in the past by working in concert, no one facility or institution has brought the people together. All that is about to change, say community advocates who see a new Frazier Park Branch meeting resource and learning needs of the general public and at the same time providing gathering/meeting space as well as opportunities for expanded collaborations and partnerships within the community.

Prominent from the main entrance will be the “Mountain Treasures” collection decorated by photos reflective of the area’s history, culture and environs including the California State Library funded “Shades California – Shades of the Hill” photo-archival project that will be featured in the building’s clerestory architectural element. Permanent art as well as space for rotating art exhibits from local artists are both essential to the ambiance of the building and to meet needs expressed during the Needs Assessment process. Space for community bulletins and announcements as well as changeable displays done in coalition with local agencies, non-profits and service agencies will reflect local information and interest. Service to the community will also be obvious in the acoustically successful, electronically-equipped meeting rooms for various sized community group programs.

As the hub of the mountain communities, the local Frazier Park Branch will become the catalyst that can link people, regions and opportunities together.

In addition to the four major service directions delineated above, additional basic components of service at the Frazier Park Branch include: Public Services, Special Spaces, Technology, Collections and Support Services.

Public Services to children, young adult, adults, commuters, technology users, senior citizens

Library service to children will include the traditional provision of materials on their reading levels and to their interests as well as trained staff to help children successfully find what they need and learn search strategies to help themselves on future library visits.

It will also include the highest standard of reading/learning motivational help and programs creative staff can provide. With an emphasis on matching the right book with the right child at the right time, trained staff will strive to work with each child on an individual basis to make every library experience gratifying. Many children in the Frazier Park area lack knowledge, practice and skills to effectively use libraries and that is where staff dedicated to reversing that trend

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comes in. Their individualized, energetic and innovative approach to meaningful library visits and personalized library instruction will be an extension of current service.

Excellent cooperation from the local school district provides a natural win-win opportunity to develop projects that meet the mission of the District's schools and the public library. Visits to schools give public libraries a ready made way to guarantee they have presented the public library message to nearly everyone in a target audience. That message, whether it is the content/availability of resources or services or the techniques in their use, is a natural compliment to curricular instruction. Visits to schools to do storytelling, book talking, library instruction or provide information about upcoming library events will be expanded to meet the information needs of area children.

While public library visits to schools are a natural extension of service, they also provide regular opportunities for meaningful communication between teachers, school administrators and library staff. And while the public library does not take over the role of the school library, it certainly can and should complement it. Frazier Park Branch staff need to know curriculum needs, not to provide them, but to complement them as much as possible given the expanded mission of the public library. To market anything effectively, any organization must anticipate what the user wants and needs. Extensive discussion with teachers, school administrators, individual children and groups of children organized to provide input into the new branch library, let us know that curriculum needs are indeed a high priority.

A larger new facility will provide an expanded opportunity for more extensive tours of the branch itself along with on-site programs and library instruction/orientation for classes and field trips by groups of children. This will include classes from the El Tejon Unified School District as well as groups of home schooled students, charter school attendees, preschool/day care children or groups like scouts, 4-H, etc.

Service to Young Adults

Expanding library service to Young Adults is both tricky and easy. Congruent with similar statewide and national trends, specialized materials for the area's teen populace will be given a high priority. No longer interwoven into the adult collection, young adult materials will be grouped and marketed for optimum use by teens in a space comfortable for them. Young adult collections in all genres will be greatly expanded, given their own private space and at the same time marketed for their intended audience.

While the old adage is true, "you can lead a horse to water, but you can't make him drink," there are ways to effect library usage by teens in a library setting. The first thing that must be done is to involve teens in the planning process and that has already been started. Individual and group meetings with teens during the Needs Assessment process has sent a clear message to young adults that they can and will be an integral part of the planning process for their space. Already they have told us they want a space of their own. A place that reflects their style. A space for "hanging out," meeting peers and feeling comfortable. They want their privacy but they also want

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to be near services essential to meet their needs, namely computers, information resources including paperbacks and graphic novels, magazines, music and videos.

As far as staff help, teens have told us they want it when they ask for it. Whenever possible, they want to help themselves to up-to-date materials on topics of their current interest marketed for ease in accessibility. They have told us that all formats are important, but that they gravitate to the Internet before books and then prefer paperback to hardback. Listen/viewing audio-visual centers are as important to them as are computers, computer classes and areas for small group study/meeting. All are incorporated into this Plan of Service as well as computer and information literacy training



**The End
Result!**

opportunities, special workshops on careers, SAT test preparation and other topics of interest to teens and essential for their personal success in life.

What an investment space, materials, resources, equipment, staff, and a joint partnership can bring. A special Young Adult area and nearby Computer/Homework Center "Learning Lab" will truly be a gift to the community and an investment in the future of its teen population.

Services to Adults

Without sounding redundant, adults canvassed in the Needs Assessment process indicated their appreciation of traditional library services. They quickly realized that with a larger facility came the opportunity for increased services and materials including expanded technology and computer-based classes. This Plan of Service recognizes that traditional collections will be expanded to serve their information interests and new services tailored and added to meet the needs unique to remote mountain communities. The proposed new facility will automatically be more accessible to those whose physical limitations have restricted their use of the current branch, its materials and its services including its technology. Just by meeting the standards set by the American for Disabilities, and especially with the inclusion of assistive technology computers, service to the entire community is expanded.

Services To Commuters

According to 2000 U.S. Census Data, over 58% of the adult population of Frazier Park travel at least 30 minutes to work each day. Over 34.5% travel from one to one and one-half hours to work and nearly 12% travel over 90 minutes to work each day. Multiply that by a daily round trip and the time spent commuting by Frazier Park residents is astounding. A person with a one hour round trip commute spends roughly 20 hours commuting per month and 260 hours commuting annually. The person who drives 90 minutes to work daily averages about 780 hours of commuting annually. That represents a tremendous amount of time parents spend away from their families and time they could be helping their children with homework. Interviews with and

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surveys of commuters during the Needs Assessment process indicated that commuters are from the highest educated part of the population. Few people invest gasoline money and money for parking/car and associated car repair costs for low paying salaries. Commuters may be willing to sacrifice time away from home for a chosen job at a distant location, but most indicated they want to make productive use of commute time. They overwhelmingly indicated the desire for an adequate collection of both Books on Tape and CDs on Tape. The expansion of this audio-visual collection is a tremendous service destined to meet their life-long learning and quality of life needs.

Services To Technology Users

The expanded Technology Plan for the Frazier Park Branch is found in a subsequent section. Suffice it to say that technology and electronic equipment will play a prominent role in expanded library service for residents of all ages and are entwined in all the goals of this Plan of Service. Computers will be located throughout the new facility in the areas of staff service points and workroom, adult and teen areas as well as children's areas, and in a special lab environment to be called the Computer/Homework Center "Learning Lab." In this lab environment, two computers will be dedicated during 46 hours of opening for computer/homework help to students as part of the joint venture with the El Tejon Unified School District ETUSD. This Computer/Homework Center "Learning Lab" can be also be utilized at scheduled times as a teaching lab for information literacy for all ages or accessed by individuals as multi-function computers. In addition, a mobile lab of laptop computers and portable data projector and screen will be available for training larger numbers of residents in the branch meeting room or remotely within the community. In addition, the Library's electronic resources will be available via a wireless system and LAN card to those who bring in personally owned computers.

Residents of all ages and from all walks of life indicated the need for public access multi-function computers and computer classes including information literacy classes. Nearly 16.5% of Frazier Park adults do not have a high school diploma and the average per capita income for the area's residents is \$19,322, down from the California state average of \$22,711. These statistics are from the 2000 U.S. Census. Surveys taken by the ETUSD revealed that 50% of students do not have a computer in the home and library surveys indicated that 90% of students have access to computers at home. However, 78% of students have Internet access according to the Library survey and many students admitted they compete at home for access with other family members. During the Needs Assessment process, it was estimated 50% of adults did not have access to a computer and an estimated 86% of senior citizens neither own a computer nor know how to operate one. To be employable in today's world, adults must have computer skills. To attain those skills, adults must have adequate training and computers to practice on as well as use to meet their personal needs. Having an adequate number of computers for the general public as well as staff trained to assist in their use and teach classes is an essential component of this Plan of Service.

In addition, web access from home and other remote locations is essential. While Kern County Library Headquarters staff located in Bakersfield maintains the website www.kerncountylibrary.org, local community input is invaluable in designing and updating the

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branch website. It will contain local links as well as community and branch information and a "live" link for homework help. System-wide plans are in progress to make it and the online catalog available in Spanish. At all times, public e-mail requests for assistance will be answered by staff and a "24/7" reference link will be accessible from library computers as well as by remote access. Being responsive to community need and reflecting that need in the design of the branch web page are high priorities in service.

Additional electronic equipment including copy machines, fax machines and typewriters will be made available for access by the public. State-of-the-art electronic audio-visual equipment will be available in the form of individual and group listening and viewing centers. Meeting rooms will be equipped with appropriate audio visual and electronic equipment including a computer projector and data access to complement public meetings, presentations, computer classes and a wide variety of programming needs.

Services To Senior Citizens

With 17% of the area's total population 60 years old or older (U.S. Census 2000), the need for services geared specifically toward senior citizens is essential. They are a vocal and active part of the community who used the formal and informal Needs Assessment interview process to voice their unique concerns for service. Their collection needs centered on "more of everything" and specifically on an increased large print collection. They also indicated great interest in more magazines and newspapers (with back issues of both) and audio-visual formats to compensate for vision impairments.

One of the needs they focused on was the need for computers and classes just for senior citizens. Most want to learn to use the computer and aren't afraid to say they need help doing so. As previously mentioned, 86% of those surveyed recently say they don't own computers and don't know how to use them. Many of the senior citizens surveyed admit being slower to catch on and want smaller computer classes with time for individualized help. They prefer classes just for senior citizens so that their learning styles don't slow down others in the class and so they aren't made to feel self-conscious. Branch computers equipped with assistive technology will aid in their comfort and learning.

Services To The Life-Long Learner

It was very heartening to hear the community speak of their on-going needs for information. Even with 16.5% adults without a high school degree (U.S. Census 2000), they still came forward and talked about the self-help materials they regularly need and their interest in continuing their learning process throughout their adult life.

While that obviously indicates the need for expanded collections on all subjects that are kept up-to-date, it also indicates the need for an expanded reference collection with trained staff to assist the public. Helpful staff dedicated to providing individualized and responsive service is the key to bridging the informational divide.

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More importantly, it also means that the community is interested in the learning process and all that entails. They indicated interest in adult programs that feature topics of local interest as well as topics that add to their cultural appreciation and subject specific topics that teach skills needed in various areas including career development, financial planning and a variety of self-help and hobby topics.

A major component of service to the life-long learner includes computer and information literacy training. This will be accomplished via the availability of public access computers in the Computer/Homework Center "Learning Lab" for individual use and tutorials as well as in computer related classes offered by staff and adult and student volunteers both in the branch and remotely in the community. The Kern County Library's web page works well for self-directed learning and opportunities to participate in distance learning classes and will be the source of tremendous opportunities for self-directed use both in the branch and from remote access.

Special Services/Spaces

Creating, defining and arranging various distinct "spaces" within the branch is an integral component of the Library's Plan of Service.

To carry out the mission of the library and specifically, the goals and services to target populations as described in previous pages, libraries must arrange separate space for each of these functions.

The essential concept of the use of space is that every person who enters the new building should be able to easily find his/her own "space" or comfort zone, a place of belonging, a home away from home. Whether senior citizen or kindergartener, teen or commuting parent, whether in search of a book or a computer, the building must be effectively accessed with each target audience's interests and needs in mind. Teens will find their paperbacks and music while retired folks will find their comfortable lounge chairs, the morning newspaper and assistive technology workstations. Adults will find their escape reading and their self-help resources and an easy way to plug their personal laptop computers into the Library's electronic resources. As soon as a new library user enters the front doors, it must be obvious that areas have been created with the materials and trappings that meet the needs of each age and interest group as well as for the various service functions the branch offers.

At the same time the spaces must be harmonious in décor and work functionally between quiet and group use, child and parent use and print and electronic use. Feng shui principles will be applied to develop the harmonious flow of space. The feel that various spaces will generate will relate directly to tranquility and energy. A tranquil and beautiful spot to read and reflect is as important as space that motivates, energizes and inspires. Both types of spaces will be used to carry out this Plan of Service.

Another key element is that while each space will be defined as distinctive, the entire area will flow together for ease of access, flexibility and supervision by staff. Another key element is that each part of the collection and each service and each distinct space will be identified clearly and

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marketed well. This will symbolize that the Library truly has listened to the constituency and aims to be responsive to stated needs and desires. That is essential for success.

Library “spaces” fall into two distinct categories. The first is based on target audiences and the second is based on special function spaces. It is appropriate to include this section of “special spaces” as part of the Plan of Service, because providing room for people to interact with the materials, staff and each other is an important part of providing service.

Traditional Target Audience “Spaces”

Descriptions of the traditionally separate areas within a library, namely the “spaces” for children, teens and adults, have been included in the Public Services sections above and are further delineated in the Building Program. Each of these separate sections of the new branch will include their own collection space, as well as reading space and browsing space.

It almost goes without saying that an expanded library would have various areas set aside for reading and study and that those areas would serve everyone’s need from individual, quiet space to group interaction space. That the reading/study space would be sprinkled throughout library zones and reflect the needs and interests of various age groups and reflect the décor may seem a given to some reading this Plan of Service.

With the natural surroundings playing such an integral part of the building’s décor and design, outdoor seating is essential on the building’s periphery on patio and deck areas. To sit, read, discuss and be part of the calm and beauty of the natural environment is very important to the residents of the area. Many of the area’s 17% population of 60+ (U.S. Census 2000) have a great deal of time and want to use part of that discretionary time at the library pursuing their own interests and life-long learning and have the space to do just that.

For the residents of Frazier Park who have miraculously survived with a 1,184 s/f temporary leased room in a multi-use building that was built over 21 years ago, reading and study space is a very big deal. Frazier Park residents want much more than cramped quarters with books to select, check out and take home, they want the space to leisurely browse, find a quiet spot to read or meet a group to discuss an issue or work on a project.

Space to congregate is essential to making this library truly a community center. This reading/study space will cover the gamut from comfortable upholstery to straight-backed wooden, from single to group, from in the open area to within specially designed group use rooms.

Special Services and Spaces

“Mountain Treasures” Local Information

In keeping with the mountain and geographically isolated location, an expanded collection will focus on both the history and natural environment of the area. A California State Library “Shades California – Shades of the Hill” grant resulted in an historical collection of cultural and social

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history photographs that will be preserved and highlighted in a clerestory along with local print and non-print information preserved for posterity.

Within this space will be the treasures that set the stage to make this new Frazier Park Branch great. The space will be dubbed the “Mountain Treasures” Collection and will be prominently seen from throughout the branch and will house a collection of local history and local ecology as well as space for community announcements and displays of local interest. This area will provide more than shelving for books of local interest. It will serve as a focal point for everyone who enters the branch. Built into this area will be display cabinetwork for various displays of local interest to reflect the print materials also accessed in this prominent space.

Local interest in the history and culture of the region is reflected in nearby Fort Tejon State Historical Park, the Ridge Route Communities Museum and Historical Society and the headquarters for the Tejon Ranch Company. The Native American culture of the Chumash Indians is an integral part of the settlement and development of the region and will be prominently featured. Also of local interest is the mountainous terrain that is known for its ecology, wildlife and outdoor including winter sports. The Wind Wolves Nature Preserve attracts visitors from the entire state. The local chapter of the Sierra Club is extremely active. Star gazing has taken on phenomenal importance to local residents, and for that reason astronomy materials will be included as well as space for a telescope. All will be reflected in this “Mountain Treasures” space.

In addition, a collection of permanent art reflective of the area will be spread throughout the building in an effort to provide the community with a culturally enriching art and aesthetic experience as well as to reflect local interests.

Two other special collections will be incorporated into the new branch. One will be a collection of current textbooks provided by the school district to augment student learning and they will be designated as a reference collection. The other special collection will be a combination of print and audio visual materials on careers in order to provide motivation and assistance for those making career decisions.

Audio-visual Viewing/Listening Centers

Meeting library missions in today’s world is accomplished in a variety of ways with multi-formatted non-print collections and alternate access points for those materials. A very big need of the Frazier Park community is not only more readily accessible audio-visual materials in diverse formats, but also the opportunity to use them in the library proper. Many of the community’s lower income and other residents do not have access to the latest electronic equipment, so for them the library has the opportunity to make a contribution to their quality of life. In families of older youth and teens who seek time out of the home environment, the library’s state of the art audio-visual listening/viewing centers can serve as positive venues for their free time.

Viewing/listening workstations have been popular and successful in other branches that are equipped with them, and this is an excellent service to provide the public. Whether they are used

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by individuals or small groups, for information, recreation, preview or personal enjoyment purposes, they attract library users and serve their needs in effective ways.

Computer/Homework Center “Learning Lab”

The Computer/Homework Center “Learning Lab” is mentioned frequently in this document. That is because it is a key to the success of the new facility. The Computer/Homework Center “Learning Lab” represents the hopes and dreams of the community for a “better” life for themselves and the children of the area. This lab environment is intended to be a multi-use computer lab equipped with additional personal computers with assistive technology for public use as well as a mobile lab of laptop computers and portable projector and screen for on-site or off-site computer and information literacy classes. These computers will be able to access the Library’s on-line catalog, the Internet, assorted reference databases, online tutoring, homework helpers, and the functions Microsoft Office provides. Networked black and white and color printing will be available.

The “Lab” setting accomplishes many things. While other public access computers equipped with the same functions as those in the lab are located throughout the facility, the “lab” environment allows for more personalized help by staff and volunteer docents as well as the opportunity to conduct much needed informal computer instruction on a variety of computer topics to many target audiences. According to the School District, with only 50% of students having access to computers after the school day and 90% have access by a Library survey (though many students have competing users at home), an estimated 50% of adults do not have computers, and 86% of senior citizens were surveyed as not having computers and not knowing how to use them, computer assistance is essential for life-long learning.

One essential use of this area will be for personalized homework assistance. A Joint Venture with the El Tejon Unified School District ETUSD has funded homework software to be loaded on the computers in the Computer/Homework Center “Learning Lab” that have been dedicated for homework help. Trained staff as well as adult and high school student volunteers will be available for to provide personalized assistance during these times.

Reference

The Reference section of the new Frazier Park Branch deserves special commendation. While every library has a relative amount of space and materials dedicated to reference, the need for reference materials and reference assistance is especially great in the Frazier Park area. That is because Frazier Park is so remote geographically.

Reference collections are in a tremendous time of transition. More and more reference databases are providing updated resources at a rate and in a way that print can’t compete, yet traditional materials are still used to fill important gaps in retrospective conversion. Residents of this geographically remote region don’t really care about the format, they just want the information they need when they need it. They have clearly indicated in the Needs Assessment process that receiving information and answers in a timely fashion is extremely important to

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them. In addition to traditional reference sources, this collection will include a collection of current textbooks used in all schools of the El Tejon Unified School District and donated and maintained by the school district. This will be easily accessible to students and their families to support successful academic achievement.

For these reasons, a well stocked and balanced reference collection with trained staff to assist users and computers nearby for Internet and reference database access are critical to the success of the branch. This collection will be augmented by online resources such as lil.org, main library reference collections and assistance and 24/7 reference assistance.

Private Study/Tutoring rooms

In order to truly become a community center, any branch must provide group meeting space. The more difficult that meeting space is to secure in a community, the more the library is in demand and appreciated as a central hub in the community around which everything else can operate. Adequate space is essential for both community use and library programming yet it is not easy to carve a small library into an adequate number of spaces that are functional in size. Rooms for private tutoring and larger group study are included in the branch layout and are further delineated in the Building Program.

Public Community Meeting Room

Community needs surveys as well as comments at various community meetings and discussion with individuals on expanded branch service all pointed to the great need for as many community meeting spaces as possible. While some space is available in other community facilities, nothing that currently exists elsewhere seems adequate for the community's needs. Either existing space is too small, too large, too dark, too noisy, or too inaccessible for various programming needs. Many community members indicated the need for an actual theatre within the new branch since the community is lacking acoustically adequate facilities and desires it very much. A number of local theatre productions have had to make do with limited facilities in the past.

Library programming will be prominent in a community this size and its purpose will be to fulfill the Library's mission and extend usage while at the same time responding directly to the community's need for enhanced quality of life. Current branch programming either literally takes over the entire branch, must be held when the branch is closed, or must be held off-site to accommodate the strong community attendance and involvement. Rooms for children, teen and adult programs will extend service to all and will be able to accommodate music, poetry reading, plays, lectures, story-times and puppet productions, to name a few. Meeting rooms will also be utilized by groups of home schooled students and students who attend charter schools in the area.

The key to meeting room spaces in any moderate/small facility is flexibility and proximity. Many groups want to use library rooms when the library is closed. For that reason, meeting rooms must be accessible from an exterior location that is clearly marked. The largest room will have a capacity of 60 and be adjacent to restrooms as well as be near a kitchen and storage. It also will

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have an audio-visual system in place including surround sound, video and audio capabilities and computer data projection capabilities including a retractable screen and video flat panel plasma display, all remotely controlled, and it will be designed to be acoustically effective. Also needed is flexibility for multi-type performances. Adjacent lockable storage space for tables, chairs, and dollies for same, and for audio-visual equipment on a rolling cart. This room will be zoned separately on the alarm and HVAC system for use by groups during non-open hours.

Implementation Plan

Major elements to this Implementation Plan have already been achieved. On March 25, 2003 the Kern County Board of Supervisors approved the grant application to apply for Proposition 14 Bond Act Funds for the building of a new branch for the Frazier Park mountain communities. Prior to this, the "Kern County Library Facilities Master Plan to the Year 2015" had been revised to the Year 2020 and was approved by the Kern County Board of Supervisors on February 12, 2002. It included the analysis that clearly indicated the tremendous need for a new Frazier Park Branch.

An extensive Needs Assessment process was conducted from mid February 2002 through the mid January, 2003. It is summarized in Appendix 3 by Dixie King from "Transforming Local Communities," and she carefully analyzed all input provided from the Needs Assessment Process and prepared an official analysis of community and individual need. During that time the Director of Libraries spent hundreds of hours working out of the local branch, surveying and attending every community meeting held, visiting schools and talking to everyone she met about needs for a new branch. The result was an extremely thorough Needs Assessment document with input that is invaluable and truly reflects the input of local residents. They now know her on a first-name basis and continue to call her with yet another suggestion for the building or need they forgot to mention. The success of the process has paved the way for effective implementation. The statistical analysis from

Another major element that is key to implementation has also been accomplished. On March 12, 2003 the El Tejon Unified School District ETUSD Board voted to approve a cooperative agreement/scope of work for a Joint Venture project which establishes the Computer/Homework Center "Learning Lab" as well as the joint literature-based reading enrichment programming to be held in both the branch setting and in each of the three school settings. In addition, plans have been developed for student training sessions for the SAT test to be held in the branch as well as a volunteer service credit program for selected high school students who will serve as after-school tutors, computer aides and instructors of computer-related classes. Details of the scope of work are included in the Joint Venture Agreement/Scope of Work with the ETUSD found on subsequent pages of this document. This joint venture represents hundreds of hours of planning between the Library and the School District during which a foundation of understanding and purpose was achieved which was the basis for implementation of the actual agreement and joint project.

In the process of analyzing need from the Library's perspective and having it validated and expanded by extensive community input through the Needs Assessment process, a great deal of

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pre-planning has already taken place and is reflected in this Plan of Service. Its contents have been driven by community input.

With community input integrated into pre-planning, communication will continue in this planning process and lead directly into the next phase, the design phase.

Commitment on the part of all parties will make implementation of this Plan of Service a reality and a stage of fine-tuning the planning will take place in which designees from Library Management and Administration will work with the Branch Librarian to work out every procedure and every goal. Clear expectations and excellent communication for everyone involved will be essential for smooth implementation.

While implementation will not be actualized until opening day, community input, careful planning, effective publicity, a trained staff, a team spirit and a high level of enthusiastic energy will carry the dream into reality.

Staffing

With a larger facility comes the need for an increase in staffing and the opportunity to utilize the expertise of a professional librarian with a Master's degree in Library or Information Science. The public asked for this during the Needs Assessment process. This professional will upgrade the level of service currently provided Frazier Park residents with his/her knowledge of library/web based materials, reference skills and access points as well as his/her leadership and direction in the new facility.

Current – 1.3 FTEs	Library Technician I/II	PT	.925 = 37 per wk
	Extra help	PT	Variable up to 15 hours weekly
Proposed 4.5 FTEs	Librarian II (Branch Librarian)	FT	40 per week
	Lib. Associate	FT	40 per week
	Lib. Tech I/II	FT	40 per week
	Clerk I/II	FT	40 per week
	Departmental Aide	.488	19 per week

Branch Hours

The Needs Assessment input from all segments of the community clearly called for an increase in hours of opening at the Frazier Park Branch and the community especially asked for evening and weekend hours because of commutes, lifestyle patterns and availability issues. Most of all, they wanted the branch to be open more because they really indicated a strong interest in using the new branch.

	Monday	Tuesday	Wed	Thur	Fri	Sat	Sun	TOTAL
Current	closed	12 - 8	11 - 5	11 - 5	11-5	10- 4	closed	32
Proposed	closed	10 - 8	10 - 8	10 - 8	10-6	10- 6	closed	46

Collections (See the Building Program, Tab 4, Libris Design, Pages 9-1 to 9-3)

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Print

A larger building automatically provides expanded space for larger collections and while all existing collections will be enlarged, the space allocated to each collection type will no longer be limited by available shelving capacity. The temporary leased room to house the branch facility is extremely limited. It must accommodate print and non-print collections in cramped spaces with no room for special collections, display shelving, magazine back issues or even browsing. All that can change with a new building.

The emphasis on an up-to-date, fluid and marketable collection cannot be stressed enough. Frazier Park is isolated. As a mountain community, its next closest and larger libraries are either a drive north down the Grapevine Ridge Route to the southern San Joaquin Valley, south through the I-5 mountain pass to Santa Clarita or east to Lancaster, all about 62 miles away. These trips are not viable options on a regular basis for residents other than commuters, so the Frazier Park collection size must be large enough to meet its residents' needs. Twice weekly shipments of materials loaned from other branches and jurisdictions helps patrons retrieve materials not housed at the mountain branch, but with expanded space for collections, patrons will no longer have to rely on a delayed supply of supplanted resources to meet their information needs.

Collection size and location in the new building will be adjusted to respond to today's needs as brought forth from the public themselves. Their requests for types and subject content of materials will drive the new collection size and physical arrangement of materials. Statistical data of circulation patterns of the various collections in the current Frazier Park Branch have been analyzed in light of changing demographic statistics during the collection allocation process and will be scrutinized carefully during the collection development process.

With a new and larger facility comes the opportunity to configure the building around what the community needs in terms of various collections, instead of what can fit in. The current building is so small that the limited adult non-fiction, juvenile and children's non-fiction collections have had to be interfiled. That worked best given the space constraints in the existing building, but in a new building, with its own children's area, both collections can stand on their own, be responsive to respective users and do a much better job of serving specific clientele.

Children's and Juvenile Collections:

A fine picture book collection is essential in every library and it certainly has been used and appreciated in the Frazier Park Branch. Past circulation of picture books has been high and community feedback indicates that it continues to be an important collection area for both families and teachers. Increased square footage for shelving will allow an expanded collection as well as special space for a beginning-to-read section, a parenting section, a board book section and a section of picture books in Spanish. Plenty of space will be given for display of both new and popular books as well as themed displays to coordinate with holidays, seasons and special celebrations.

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Juvenile non-fiction will also be expanded in the new facility to complement and extend the Computer/Homework Center "Learning Lab". Since the current juvenile non-fiction collection was integrated with adult non-fiction due to limited size, adults as well as children are used to accessing both collections without stopping to note how each item is catalogued. In the past, adults have used children's materials almost as often as they have used adult materials. Which collection they drew from depended on restricted collection development balanced with what was available on the shelf. All non-fiction collections will be expanded and shelved separately so that they can more closely meet specific needs.

For the first time, space will be available for more children's reference books. They will be shelved in the adult reference area located equidistantly from both the children's library and adult collections, accessible to all and still allow room for growth. Reference materials will include those essential to extend the tutoring/homework that will be done in conjunction with the new Computer/Homework Center "Learning Lab".

An expanded juvenile fiction collection will not only reflect classic and popular reading interests of children, but also recommended and required reading of the local schools. It is anticipated that a new library will bring in a large number of students searching for materials needed for assignments. The hardback collection will be enhanced by the children's paperbacks for a number of reasons. Youth in Frazier Park are no different from youth around the state who prefer the paperback novel to the hardback. In addition, popular titles will be purchased in quantity to meet demand without asking children to delay reading until a particular title can be secured from a remote location.

Young Adult Collections:

While library services to Young Adults will receive tremendous emphasis in the Frazier Park Branch, so will their collections and the space set aside for their collections. The area will be designed to match the décor but at the same time shout "teens!" Hardback and paperback non-fiction and fiction collections, magazines and paperback collections of the same will be visible, accessible and set up to market materials to the teen audience. Paperbacks will outnumber hardback books and graphic novels will expand the popular interest in the area.

Adult Collections:

Demographic analysis and personal interviews with area residents reveals that their basic collection needs are fairly similar to other libraries. Because of their extreme rural isolation, they really need more of everything. A 2.5 book per capita ratio is the minimum formula for providing a balanced collection on all subjects from all points of view in order to make sure that representative materials are available and not always checked out. The town of Pine Mountain Club in the Frazier Park library service area is about 62 miles from the next closest larger library and many in the 430 square mile service area will still live over 15-30 minutes away from this new library. They need expanded resources to compensate for their further rural isolation.

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A wide range of reading interests needs to be considered in the building of a new fiction collection. Genres are very important with mysteries and large print needs exceeding other genres by only a small margin. Science fiction is also highly in demand as are best sellers and popular reading. The need for an expanded large print collection reflects the retirement nature of the community's aging population.

As mentioned before, the need for a representative non-fiction collection is essential for this mountain community. It is impossible to set parameters for non-fiction as residents need it all, everything from self-help to academic and everything from theoretical to practical.

These same needs are reflective of needs in an expanded reference collection. Without other libraries nearby, the new reference collection must represent the latest information on all subjects from statistical information to health, careers, education, financial and political information, to name a few. This will be accomplished through the traditional print reference sources as well as electronic resources, such as lii.org and Reference USA, and a special section of current textbooks donated and maintained by the El Tejon Unified School District. Vertical file material will be added as well.

One of the most important aspects of the new library and its collections will be accessibility and visibility and responsiveness to the local community. Built into the new branch will be display areas to entice readers and provide quick and user-friendly access to sources.

One of these special areas will be designed to house a special collection unique to Frazier Park and its vicinity. A special "Mountain Treasures" collection will be collected, cataloged and highlighted to focus on the uniqueness of the area and its residents. This collection will feature local history including the explorations of Fremont in the 1800's and camel herds stationed at Fort Tejon as well as the flora, fauna and ecology of the region and everything else indigenous to Frazier Park. This collection will include print and non-print including local newsletters and space for community announcements. In addition, a highly visible section of the adult collection will be devoted to print materials in Spanish to meet the needs of the Spanish reading population.

Magazine and Newspaper Collections:

A quiet place to read with plenty of current magazines and newspapers is what a large number of community residents asked for during the Needs Assessment process. While that sounds like a natural area to automatically expand along with other expanded collections, the need for magazines and newspapers takes on its own symbolic meaning in Frazier Park. Mountains, valleys, and small canyons do literally cut off a town from the rest of society and the need to "connect" with what's currently happening in the outside world is almost greater in geographically isolated areas than in metropolitan areas. Magazines and newspapers bridge that connection quicker and more effectively than any other format. Weekly and monthly magazines and daily and weekly newspapers help residents keep track of the latest political developments as well as cultural, fashion and fad issues. In today's economy few of us invest in subscriptions to the number of magazines and newspapers we would like to read daily, and that is where the public

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library comes in. Also of importance to this community are back issues and space will be provided in the new building for that purpose, and magazines available in electronic format through *Infotrac* which provides over 2,600 subscriptions online.

The requests for an expanded magazine collection came from all ages of respondents to the recent Needs Assessment. Adults were especially interested in magazines as were teens that wanted more “teen” magazines. Since 17% of the total population are age 60 or older, many retired residents spend time on their hobbies which can be accessed easily through magazine issues. Newspapers are of great interest to the adult population. While isolated by geography, they take pride on keeping current with state, national and world issues and newspapers play an integral role in that pursuit.

Non-Print Collections/ Audio-visual

The needs assessment process provided the community the opportunity to clearly state their collection interests and one overwhelming message was for a greatly expanded audio-visual collection. The reasons for this are many. It should be noted also that all ages requested increased availability of audio-visual materials. Senior citizens requested audio-visual formats to compensate for both visual and auditory impairments and youth, from young children through young adults, requested audio-visual materials for their respective age and interest groups. With a population of 17% age 60 plus, the area's senior population has great need for audio-visual materials.

Audio-visual formats appeal to those with physical disabilities, those with dyslexia and to everyone who wants to learn visually. Some lessons, like ones that involve physical dexterity or a hands-on process, are often better taught visually through videos.

All types of audio-visual materials for all ages were desired and since formats vary, space for a wide variety of audio-visual formats will be built into a new facility.

Many of the mountain community's adult residents commute regularly to work in the Los Angeles area and currently utilize the Library's collection of Books on Tape (BOT). Commute time represents time unavailable to utilize traditional services such as libraries. Using BOT's or CD books represents productive use of time by commuters and what better place to access these formats than through public libraries. Obviously commuters “listen” to books during commutes rather than “read” but they are utilizing library materials all the same. With an average BOT covering nine hours, a regular commuter can listen to approximately 40 to 80 books annually. With a population of so many commuters, the Frazier Park Branch has a unique opportunity to serve its populace with an adequate and well stocked BOT or CD book collection.

Children also utilize BOT's or CD books as well for various reasons. Many residents own homes in both the Frazier Park greater service area and Los Angeles areas. Children from these families are on the road quite a bit traveling between family homes. In addition, many children are auditory learners who get more from “listening” to the story than from reading it. Often, for variety sake, they choose to “listen” rather than read and non-readers, or below-grade reading level students often find it easier and more enjoyable to “listen” to the book. Whatever the

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reason, there is definitely a place in the children's audio-visual collection for the BOT or CD book.

Book/cassette packages for the youngest children are especially popular in this mountain community. They provide children with hours of reading-related motivation and entertainment and at the same time provide a clever way to stimulate children's reading skills. By reading the words of the text as they listen to a tape of the story, they practice important reading skills and have a good time in the process. Fostering that love of books isn't always easy when it is closely tied to learning to read techniques. It can, however, be accomplished with book cassette packages. The pleasure of the process and its rewards often overshadow the skill practice inherent in the process.

Audio cassettes and videos continue to be important for all ages. They are also a way to appeal to the young adult who, by virtue of branch space shortages, had melted into the general populace in the current building. With a larger building and official space for teens will come the need for teen-focused audio cassettes, DVD's as well as videos. A current collection of music is essential to reach the teen audience and this need and opportunity will not be overlooked.

There is another reason why an expanded video collection is important to all ages of library users. With no movie theatres in the area, residents must leave the area and drive a minimum of 45 minutes to a maximum of one hour to view a movie or watch it at home on video or DVD. Not to be left out of the mainstream of today's popular culture, videos and DVD's are important to all ages and, in the new facility, the branch will do its best to address and meet that real need. While videos are available for rent in the community, the library has the unique opportunity of making them available at a nominal fee acceptable by the entire community and with providing the community with quality selections.

Community Partnerships

It's hard to know which came first, the proverbial chicken or the proverbial egg. Does geographic isolation motivate a community to join forces to provide meaningful services because they simply wouldn't be there without the dedication of the local populace? Or are dedicated, community-centered folks attracted to the geographic isolation that is intrinsic to Frazier Park and its vicinity?

In either case, the result is that Frazier Park is a model of a caring cadre of dedicated, hard-working agencies that work together naturally and well. Many residents are "old-timers" and have invested in the region, its people and its future. They are civic-minded and active in many groups. Social, civic and philanthropic groups are the center of life in the area. The Needs Assessment process brought that message home quickly. It's pretty easy to network in a town where the key leaders seem to know everyone and can quickly point you in the right direction for information or services. Since the "do-ers" of the community wear many community hats, joint projects are a way of life for all groups. A full list of community organizations can be found in Appendix 3 of this document.

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The Mountain Memories group organizes an annual “Fiesta Days” celebration in which almost the entire community participates and attracts 9,000 – 15,000 people both near and far. Civil War reenactments at the Fort Tejon State Historical Park attract visitors from all over the nation. The Ridge Route Community Museum and Historical Society leads tours on the historic section of the “old road” also bringing visitors to the area. Visitors flock to the Wind Wolves Nature Preserve and, once there, are directed to other local services and points of interest. “Lilac Festival Days” are held on a spring weekend every year in Pine Mountain Club and they attract visitors as well as local groups working together to make the event successful for everyone. “Music in the Forest” is an annual event also held in Pine Mountain Club, along with monthly seasonal exhibits of “Art in the Gazebo.”

Whether it's the Mountain Communities Chamber of Commerce, the Mountain Communities Town Council, the AARP, the Computer Users group, Healthy Start, the Sierra Club, the Mountain Community Town Council or the VFW, to name just a few of the active local groups, they visibly and financially support each organization's events and look for ways to sponsor joint programs and events. The local chapter of the AARP voluntarily prepares and delivers the “Meals On Wheels” program without government intervention. How do they do it? With help from dedicated community leaders who work together to make things happen. That's just one example of the community's positive attitude about working together for the good of all.

How The Overall Plan Meets Residents' Needs

By virtue of expansion of the current level of public library service to the housing communities in the Frazier Park area, a new branch will ultimately meet the communities general needs for information retrieval, the increased knowledge that comes from gained information, skills in research and computer searching, a broadened experience level from programming for all ages and a better sense of community focus. All these elements will contribute to personal fulfillment and an increased quality of life for everyone.

Meeting rooms give their non-profit associations ample opportunities for group activities. Space for collections specific to local history/culture/environment/recreation and space for the display of community announcements and information cannot help but meet the need for a gathering and information sharing service point.

Senior citizens have expressed interest in more computer and information literacy classes specifically geared toward their learning styles. Assistive technology computers will enhance access to information for persons with disabilities, many of whom fall into the senior category. The mobile laptop computer lab that can provide computer/information literacy instruction to groups within the community meets seniors needs for service in their comfort zone. An expanded audio-visual section gives them more format options, especially important for persons with visual impairments.

A carefully selected and maintained collection responsive to residents' special interests and library services designed to enrich personal and community quality of life as well as trained staff dedicated to assisting people maximize their personal potential and dedicated to making the

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branch the center of community life are the key ingredients to a successful library, according to everyone canvassed during the Needs Assessment process.

How The Overall Plan Meets the Needs of the K-12 Population

Like youth everywhere, Frazier Park's young people need access to information on all subjects both to support their academic pursuits and to whet their appetite for knowledge. They need excellent collections that are extensive enough to give specific information on subjects of their interest at a variety of reading and interest levels. The new Frazier Park Branch will do just that. With an extensive children's collection as well as a reference collection of current textbooks donated and maintained by the El Tejon Unified School District, students in the Frazier Park region will, for the first time, have onsite access to materials they need for study and browsing. The current children's non-fiction collection is so small that topics are treated with general resources rather than specific, and are intershelved with adult non-fiction in order to save space and maximize the use of both collections. This inadequacy will be rectified with a larger, more extensive and more usable collection in the new Frazier Park Branch for all students, including those who are home schooled and those who attend charter schools in the area.

Local schools seem to be doing a much better than average job educating their children. API test scores from 2001 showed the elementary and middle schools in the service area ranking higher than similar schools outside the area. Even with 42% of elementary students and 33% of middle school students in free or reduced price lunch programs and 12% of the parents of elementary students and 20% of middle school students without a high school diploma, APT test scores are admirable and reflect directly on the success of local schools and administrations. Only 23% of parents of elementary students and 33% of parents of middle school students have had some college classes. Yet all want to see their children succeed in school and beyond.

Like youth in most other public libraries, Frazier Park's young people need individualized help in using library collections and in retrieving information. That will be addressed in the new facility with trained staff as well as with after school, evening and weekend adult and high school student docents trained to personally help students. They will be scheduled at peak times and be available to help on-site, to actually provide tutoring, to help students use the school-funded online homework software (i.e. Tutor.com) and they will also be available to answer phone and email reference questions as well as teach computer/information literacy classes both in the branch and in the community.

In addition to individual tutoring and help in using the collection, they also need space to learn and that need will be met by the provision of small tutor/study rooms in the new branch.

Students also need to learn to use the computer more extensively, and adult and student volunteers as well as staff will present classes to supplement school computer/information access instruction. The Library will meet this need for computer education by the creation of the

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Computer/Homework Center “Learning Lab”, the development of the home page and the Frazier Park Branch home page, by remote access to the home page and by the mobile laptop lab for personal use and instruction.

Students also need to have their teachers be as knowledgeable as possible about research skills and that is another way the Joint Venture with the El Tejon Unified School District will pay dividends. Through this partnership the Library has volunteered to conduct regular teacher in-service workshops on access information from the Library’s website and databases and motivating and teaching teachers to stay current on search techniques. A result of the Joint Venture is that all schools and the Kern County Library will share databases with each other and teacher in-services are an excellent mechanism for regularly training school district teachers.

School administrators very quickly identified a major need of youth, one the Library will meet through enrichment programming. They identified the need youth of all ages have to perceive the geographic, cultural and information world more globally. School administrators point to the cycle of the poor stay poor and the visionless remain visionless. They point to the role model many poor parents establish for their children to emulate and it doesn’t include leaving the comfort of the mountain or exploring outside ideas and opportunities.

We know that excellent children’s literature-based enrichment programming can be used as a way to entice the young reader or future reader to embrace a love of books and the process of learning as well as introduce new ideas and opportunities in a stimulating way. Story-times, summer reading program, national observances of events, specialized programs, media marketing of materials and services as well as library/information literacy instruction for all ages will be integrated to broaden the world for youth of all ages.

In addition to youths’ needs for materials, information, assistance to access that information, computers and computer instruction, homework assistance that often includes tutoring, programs that keep them off the streets and bring them into the library and broaden their experience and understanding of the world and themselves, youth of all ages need a place to go. This is especially true in the small town of Frazier Park. With no mall, few shops except a grocery store, youth in Frazier Park either stay home or congregate outside with little or no supervision.

Teens especially need a place to hang-out that is acceptable, safe, convenient, comfortable and worthy of their time. The new branch is designed to be that for Frazier Park’s youth. Just as the children’s area of the new branch will be kid-friendly and inviting, the new teen space will be equally inviting so that teens can have space of their own for browsing, study, learning, reading magazines, listening to music, previewing videos and DVD’s and just being together with other teens. A special career center collection will also meet their personal need to research and achieve financial and personal independence via their future success in the workplace.

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Joint Venture Project

The EL Tejon Unified School District Board, Superintendent, principals, teachers and students at each school in the district actively participated in the extensive analysis and planning that has gone into both the needs assessment and the plan of service for the proposed new Frazier Park Branch of the Kern County Library. Enthusiasm is high as dreams of future success and achievement unfold.

This process of working closely with the school district personnel and students has been both eye-opening and rewarding. Out of it has come a solid plan of working together for the good of the children in the community, and ultimately for the good of the family unit.

Numerous primary needs for a joint venture project were identified and were explored with the Superintendent as to the feasibility of implementation, costs and long-term financial obligations. Because the school district so wholeheartedly wanted to work in partnership with the library on this project, they choose to fund joint venture options that included a Computer/Homework Center "Learning Lab" with a real-time subscription based tutor program for grades 4-12 as well as one-on-one tutoring done by staff and adult and high school student volunteers. The school district is field testing PLATO, an on-line tutorial program for all ages including adult literacy, and the Kern County Library is experimenting with an on-line tutorial program with State funding called "tutor.com." Based upon the effectiveness of these programs, the school district will select an online tutorial subscription service to be installed on library computers. Kern County Library will provide technology workstations with homework helper programs, Internet access, Microsoft office functions, and staff assistance and supervision. In addition, the school district chose to fund three school and public library based enrichment literature programs annually (one for each school in the district and three events at the new library) with authors and storytellers to encourage the reading habit.

In the process of planning, the school district offered to provide high school students with computer and tutor training so they could work on-site at the public library doing everything from tutoring after school, to working in the Computer/Homework Center "Learning Lab" to assist both students and adults use the computer to troubleshooting basic computer hardware problems to teaching computer classes both in the library and in the community to serving as assistants at SAT preparation workshops. The school district has offered to train these high school volunteers through their vocational ComTec Academy computer training program and through its related technology specific programs as well as give students service credit for hours worked at the library.

Because the school district deals daily with needs of their students, they recognize the need for expanded library services beyond what the school can provide with its limited budget and they are eager to set a field trip schedule in place for students to visit the public library on school time. They also plan to blitz students and their families with publicity regarding library materials, services and events. They have also committed to donating and maintaining a current reference textbook collection within the library and are eager to be able to put various homework resources on reserve at the Frazier Park Branch for students and families to access more easily.

Of special interest to the school district is the development of a career center at the new Frazier Park Branch. While the school has limited materials in this area, they realize that the

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entire community, not just students, need a wide scope of career materials and they plan to incorporate the library's special career collection into their career development program.

These joint ventures were chosen based upon the students priorities, the feasibility of implementation, the broad spectrum of subjects and tutor assistance, availability of tutor software and teacher union contractual obligations which precluded the District from giving the library financing to hire staff for this purpose, the fact that most of students are latchkey children as parents work an hour to an hour and a half away in Los Angeles, and the fact that most of the children in the school district are computer literate.

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COOPERATIVE AGREEMENT FOR A JOINT VENTURE PROJECT Between County of Kern and the El Tejon Unified School District

This agreement made and entered into on this 25th day of March 2003 by and between the County of Kern, a Political subdivision of the State of California (hereafter "County") and the El Tejon Unified School District Board, the governing Board of a school district organized and constituted under the laws of the State of California (hereafter "District");

WHEREAS:

- A. County operates a County free library system for the benefit and use of all residents of Kern County; and
- B. Such operation of a County free library is specifically authorized by Education Code Section 18130; and
- C. District operates school libraries for the use, education, and reference of its students, teachers and staff; and
- D. In November 2000, California voters approved Proposition 14, the California Reading and Literacy Improvement and Public Library Construction and Renovation Bond Act of 2000 (hereafter "the Library Bond Act of 2000") Education Code Title 1, Division 1, Part 11, Chapter 12, Articles 1-3, Sections 19985 – 20011) and Title 5, Division 2, Chapter 3, Sections 20430-20444 of the California Code of Regulations; and
- E. Under Education Code Section 19985.5, the Legislature finds and declares the following:
 - (a) Reading and literacy skills are fundamental to success in our economy and our society;
 - (b) The Legislature and Governor have made enormous strides in improving the quality of reading instruction in public schools;
 - (c) Public libraries are an important resource to further California's reading and literacy goals both in conjunction with the public schools and for the adult population;
 - (d) The construction and renovation of public library facilities is necessary to expand access to reading and literacy programs in California's public education system and to expand access to public library services for all residents of California; and
- F. County is eligible to apply for a construction grant to build a new County Library branch in Frazier Park from the Library Bond Act of 2000 authorized under Education Code Sections 19988, 19989, and 19993, administered by the California State Library, with awards being made by the California Public Library Construction and Renovation Board (hereafter "Bond Act Board"); and
- G. Under Education Code Section 19994 (a) (1) in providing grants, the Library Bond Act gives first priority to joint use projects in which the agency that operates the library and one or more school districts have a cooperative agreement," and
- H. It is expected that said construction, if awarded by the Bond Act Board and approved by the Kern County Board of Supervisors, may be completed by 2006; and
- I. Guided by the required elements for Joint Use Cooperative Agreements set forth at Section 24440: Appendix 2 of Title 5 of the California Administrative Code and the District's K-12 needs assessment with students and staff, The County and the District have reached agreement concerning various joint use projects that will be described in this Agreement and the attachments to it. It is the mutual intent of the district and the County to memorialize

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- J. their mutual understandings and to provide a basis for the County's application to the California State Library's Office of Library Construction for grant funds under the Library Bond Act of 2000 as this agreement is to the benefit of County, District, and members of the community of the Frazier Park library service area (which includes Tejon Ranch, Los Padres Estates, Lebec, Frazier Park, Lake of the Woods, Pinon Pines, Cuddy Valley, Pine Mountain Association, and Pine Mountain Club) for the District and County to provide joint venture services, and
- K. In designing joint venture projects to meet community needs, the Library and the District conducted three focus group meetings with students from each of the District's three schools, implemented written surveys at each of the District's three schools, visited each of the District's libraries, and held fourteen meetings over twelve months with District staff. During the needs assessment process and the discussions, each party learned a great deal about the needs and resources of each other. The parties recognize that the District's K-12 students will be best served when the District and the County Library work together to meet their educational needs; neither party can meet these needs alone. The County and the District recognize that each makes a unique contribution to this partnership, and that by working together the public will be served to a greater extent than if each works alone; and
- L. County is required by Education Code Section 19999 to dedicate the new facility to direct public library services; and
- M. County is required by Education Code Section 20440 (e) (3) (G) to a commitment that the facility shall be dedicated to public library direct service use for a period of 40 years following completion of the project, regardless of any operating agreements the applicant may have with other jurisdictions or parties.

NOW, THEREFORE, BASED ON THE FOREGOING, THE DISTRICT AND THE COUNTY AGREE AS FOLLOWS:

- 1. Operation: The County shall operate a county free library open for the use and enjoyment of both the general public and school students during regular hours and days to be established by County. The County shall have sole control of the facility operation, funding, maintenance, custodial services, landscaping, operations, supervision, management, staffing, equipment, furniture, technology workstations, books, and audiovisual collections.
- 2. Facility Use: The facility shall be operated in compliance with the general procedures, policies and practices of the Kern County Library system, except use of space and technology workstations by students during regular school hours shall be scheduled by the District, shall not be exclusive of the use of the general public, and shall be under the supervision of a teacher or other such person in District's employ.
- 3. Joint Venture Project for Services and Programs: The County and the District hereby agree to participate jointly in the following Joint Venture Projects, as provided more particularly in the "Scope of Work", attached to this Agreement as Exhibit A and by this reference made fully a part of this Agreement. (a) Computer Learning Lab/Student Computer/Internet Docents (b) Homework Tutoring (c) Career Resources (d) Temporary Public Library Special Collections for Students (e) District-Supplied Core Curriculum Textbooks (f) SAT Prep Sessions at the Library (g) ComTec

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Academy Trainees (h) Shared Electronic Resources (i) Enrichment literature-based programs. Unless otherwise specifically provided otherwise in Exhibit A, all the forgoing services shall be provided during the County's regular hours of public library service as stated in Section 4 below, except public performances may be scheduled at mutually decided upon hours between the District and County.

4. Hours of Service: Hours of opening are established by the County. The temporary Frazier Park Branch Library is currently open to the general public and school students 32 hours weekly on Tuesday from 12 to 8 p.m. and on Wednesday through Friday from 11 a.m. to 5 p.m. After the issuance of a certificate of completion by the County Building Inspector that the library has been completed for the purpose of occupancy and upon the opening date of the new branch facility to the public, County commits to extend the hours of operation by fourteen hours to 46 weekly hours, and to modify the current schedule based upon the community needs assessment, to be open on Tuesday, Wednesday and Thursday from 10 a.m. to 8 p.m. and on Friday and Saturday from 10 a.m. to 6 p.m. The County may also modify the hours of opening before the opening of the new facility.
5. Staff Classifications: The temporary Frazier Park Branch is currently staffed by one permanent Library Technician II at 37 hours weekly, and supplemented with extra help staff as needed to include a Clerk I or Departmental Aide II for up to 15 hours weekly. This branch is also supported by numerous staff from the main library and County Library Headquarters' Support Services and Administration to provide for administration, general business and personnel services, program coordination and assistance, reference referral assistance for answering questions, collection development, acquisitions, cataloging, processing, distribution and delivery services, centralized computer services, website development, and branch supervision, to name a few services. At the time of opening of the new facility and to conduct the joint venture projects described in Section 3 and more specifically in Exhibit A, County provided services will be provided by the following County staff in the following numbers: Headquarters support staff includes, but is not limited to one Director of Libraries, One Deputy Director of Libraries, one Librarian IV, one Librarian III, one library clerk and one Information Systems Specialist II; branch staff to include one full time Branch Librarian II, one full-time Library Associate, one full-time Library Technician II, one full time Library Clerk, one part-time Departmental Aide II, and volunteers including student Internet docents, and community volunteers. In conducting the programs described in Section 3, District-provided services will be provided by the following district staff in the following numbers, as more particularly set forth in Exhibit A: 1 District Superintendent; three Principals, certificated teachers, one Library Clerk, Regional Occupational Program staff; one Counselor, one Administrative Assistant, and one Coordinator of Technology Services.
6. Location: The proposed new Frazier Park Branch Library is to be located on Park Drive in Frazier Park, California. The subject property is bounded by Park Drive on the north, Encino Trail on the south, Kiwanis Trail and a hillside on the east, and by a residence on the west. The site is south of the County Frazier Mountain Park Community Hall and the Senior Center. The legal description is: Lots 8 to 23, both inclusive, Block 54 of Frazier Mountain Park Tract No. 1 in the County of Kern, State of California as per Map recorded August 25, 1925 in Book 3, Pages 125 to 129, inclusive, of Maps in the Office of the County Recorder of said County.

Kern County Library, Frazier Park Branch

7. Ownership: The site, facility, furnishings, technology, equipment and library materials will be owned by the County subject to Education Code Sections 19999 and 20440 (e) (3) (G). The District will own textbooks provided to the program as set forth in Exhibit A.
8. Management and Funding: Except as otherwise provided in this Section 8 and in Exhibit A, the County shall provide funding necessary for all joint projects described in this Agreement from its general Fund (excepting District funded projects cited below), but not limited to salaries and benefits for County staff as set forth in Section 5 and Exhibit A; and acquisition, operation and maintenance of necessary facilities, furnishings, equipment, technology, and materials. District will provide Core Curriculum Textbooks/CD's, shall assist with printing costs for various materials as cited in Exhibit A and shall contribute an annual amount of \$10,000 towards the operational expenses of the branch library for the homework center tutor assistance subscription (such as tutor.com) and for three enrichment literature programs to take place at the Library and at the District's three schools. This funding is to be derived from District's funding from the State of California for library services on the basis of a year commencing on October 1 and concluding on September 30. The amount of District's annual contribution to the operational expenses of the branch library shall be \$10,000 at the time of certification by the County Building Inspector that the library has been completed for purposes of occupancy. Payment of the first annual contribution shall be made payable to the Kern County Library upon issuance of a certificate of completion and thereafter, on or before October 1 of each subsequent year of this agreement. County and District reserve the right to enter into other payment arrangement agreements for the payment of this annual contribution amount.
9. Maintenance: County shall provide all custodial services, landscaping, utilities, telephone, computer maintenance, and other communication services for the business use of the premises, and shall maintain the interior and exterior of the facility in a fit and safe condition. Student trainees may assist with computer maintenance and repair under supervision as cited in Exhibit A section 6.
10. Insurance/indemnification: District and County shall indemnify, defend (upon request), and hold each other harmless for any claim or liability arising out of any act or omission or any injury or loss arising out of the negligence or misconduct of their respective employees, agents, invitees, or licensees to the employees, agents, invitees, or licensees of the other or to any third party. This may be accomplished by insurance or by self-insurance. County shall procure and maintain a policy of general premises liability insurance to cover its use of the premises or provide equivalent coverage and indemnity through its self-insurance program. Each party to this agreement shall bear sole responsibility for its own acts or omissions.
11. Workers' Compensation Insurance: Each party to the Agreement shall procure and maintain Worker's compensation Insurance as required by Labor Code Section 3700.
12. Term/Termination: Since the Kern County Library, Frazier Park Branch library service area does not have an "existing" library as defined by Title 5, Library Bond Act Regulations, Section 20430, contingent upon Kern County being awarded a State grant award for the construction of a new Kern County Library Branch in Frazier Park, the County and the

Kern County Library, Frazier Park Branch

District are committed to providing joint use library services consistent with the intent of this Agreement for at least 20 years per Title 5 of the Library Bond Act of 2000 regulations to provide joint use services and programs consistent with the intent of the cooperative agreement to commence at the time of the issuance of the certificate of completion of the new facility. After the term of 20 years and pursuant to Education Code Section 18138, the term of this agreement may be extended by the mutual written agreement of the County and the District.

13. Modifications: During the initial term of this Agreement and all extensions thereto, the parties may modify or amend the Agreement's terms consistent with Title 5 Library Bond Act Regulations for a joint venture project by an executed written amendment in each case, approved by the District's Board and the County. No waiver of modification of this Agreement or of any covenant, condition or limitation herein contained shall be valid unless in writing and duly executed by the parties hereto. If the District or County desire to modify the conditions of the agreement for a joint venture project, the District shall notify the County no later than three months preceding the beginning of each fiscal year.
14. Censorship and/or Control of Materials: As County operates a county free library system for the benefit and use of all residents of the County in accordance with the Constitution of the United States and the Library Bill of Rights embraced by all public libraries in the United States, the District shall have no right, power or ability to censor or review the materials selected for placement in the general collection of the Kern County Library, nor will it have any right, power or ability to censor Internet access.
15. Patron Comments About Materials/Service/Programs/Staff: Any comments received concerning any materials, services, programs, or staff at the Kern County Library shall be referred to the Branch Supervisor and be processed and resolved in accordance with the policies and procedures of the Kern County Library.
16. Notice: Any notice, demand, request, consent, approval or communication that either party desires, or is required or permitted to be given under this agreement shall be shall be deemed given when deposited, postage prepaid, with the United States Postal Service addressed as follows:
 To District: El Tejon Unified School District Board
 P.O. Box 876 , 4337 Lebec Road/Lebec, CA 93243
 To County: Kern County Library, Attention: Director of Libraries
 701 Truxtun Avenue/Bakersfield, CA 93301
17. Field Act: This joint venture project is not subject to the Field Act. This joint venture project will never have more than 24 K-12 students required to be at our facility for educational purposes, nor is the project located on school property.
18. Venue: If either party herein initiates an action to enforce the term hereof or declare rights hereunder, the parties agree that venue thereof shall be the County of Kern
19. Captions: Paragraph headings in this agreement are used solely for convenience and shall be wholly disregarded in the construction of the Agreement.

Kern County Library, Frazier Park Branch

20. Time of Essence: Time is hereby expressly declared to be of the essence in this Agreement and every provision thereof, and each such provision is hereby made and declared to be a material, necessary and an essential part of this Agreement.
21. Required Acknowledgement and Incorporation: The County and the District hereby acknowledge and incorporate Education Code Section 19999 and Section 20440 (e) (3) of Title 5 (Library Bond Act Regulations) of the Administrative Code.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement:
APPROVED AS TO FORM:

COUNTY OF KERN
Office of County Counsel

By /s/ John Irby
County Counsel

COUNTY OF KERN
Board of Supervisors

By /s/Pete Parra
Chairman

APPROVED AS TO CONTENT:

Kern County Library

By /s/ Diane Duquette
Director of Libraries
Trustees

El Tejon Unified School District

By /s/ Kittie Jo Nelson
President of the Board of

By /s/ Dean Bentley
District Superintendent

Kern County Library, Frazier Park Branch

EXHIBIT A

Scope of Work
Joint Venture Project
Kern County Library/
El Tejon Unified School District

1. Computer Learning Lab/Student Computer/Internet Docents

Kern County Library will provide a total of 37 fully networked public access computers, including eight in a computer learning lab, and some with assistive technologies. It will also provide an additional nine public access computers, of which two laptops will be located in the teen area, two laptops will be located in the children's area, and five will be located in the reference area. An additional 20 laptop computers will be available for use in the library and for computer training in the public meeting room.

- a. District's Coordinator of Technology Services and technology teachers identifies and recruits 5-10 students who are very skilled in computer access, keyboarding, assistive technology, computer repair and maintenance, Internet and Microsoft office suite functions, and who are able to communicate that knowledge to learners of all ages. These students will be trained to be Computer/Internet Docents. Docent duties primarily include:
 - i. Being on duty at the Library on a scheduled basis to assist customers in use of the public Library's electronic resources; and
 - ii. Conducting after school training on a scheduled basis in the District's School Libraries to train teachers and other District staff in the use of the Library's electronic resources.
 - iii. Conduct workshops for the public at the public library on catalog, Internet and database access, basic computer use, and on keyboarding, Word, Excel, Access and PowerPoint, assistive technology use, and computer repair and maintenance as public demand dictates.
 - iv. On a schedule to be mutually agreed between District and Library, District schedules students from this list to conduct at least one two-hour tutoring workshop per month in the Library's Computer Learning Lab or in the public conference room with laptops depending on the number of signups. Tutoring workshops will cover any of the Microsoft office suite programs, any of the modules in the Cal Tech Assistance Program, (CTAP).
 - v. Troubleshoot basic computer/printer technical problems.
- b. Members of the public sign up for tutoring sessions, which are presented in a workshop or lab format. There is no charge for the tutoring workshops.
- c. District offers community service credits for hours tutored at the Library and at the District's School Libraries. Community service hours are coordinated by the District's school counselor.

Kern County Library, Frazier Park Branch

- d. As mutually agreed by the parties, Library may schedule workshops for any library open hours.
- e. Library will provide a total of 49 fully networked computers in its new library, including eight (8) in an enclosed public computer learning lab with access to networked printers, 11 computers and laptops in other public service areas including two in the audiovisual area, and 20 laptops for use throughout the library and conference room on a plug in basis. Staff will have access to 10 computers including two laptops. The computer learning Lab and the conference room will each have access to a laptop teacher's terminal and audiovisual equipment as appropriate. The computers are maintained by Kern County Library Computers Services with assistance from Library branch staff and students in the District's ComTec Academy's Cisco Academy. If needed, additional assistance may be required from the San Joaquin Valley Library Information Service's Automation staff.
- f. Library staff maintains signup sheets and waiting lists for students/public wishing to participate in workshops.
- g. District prepares, produces and prints publicity flyers and publicizes the classes with in-house flyers, via student and District newsletters, via the Library and District's website, and the local newspapers and cable television station. Library advertises this service via the local media, library bulletin board and its website.
- h. Branch Librarian II or Library Associate trains prospective docents in the contents, use and organization of the online public access catalog, database access, as well as databases which are particularly useful in meeting customer information needs, and the organization and resources of the Main Library and other branches.
- i. Library schedules the docents at the Frazier Park Branch during busy service hours to assist customers to use the Computer/Internet to find the information they are seeking. Scheduling done by Branch Librarian II or Library Associate.
- j. Library, at its own expense, will provide each docent with t-shirts, which says "HELP is here! Ask me about the Computer and the Internet." Library also supplies each docent with a Computer/Internet docent name badge. Docents wear t-shirts and name badges during on-duty hours.
- k. Library staff (Reference Desk staff) manages sign in and sign out of Docents and collects, maintains and reports program statistics to the District and Library Headquarters monthly.

2. Homework Tutoring

- a. District's High School Principal together with the Independent Learning teacher or other designee solicits, trains, and schedules 5-8 qualified high school student volunteers to tutor and assist K-12 students with homework and/or study assignments, online homework assignments and literacy activities in the Library's Computer Learning Lab, the group study room, the tutor rooms, or in the public meeting room as appropriate.

Kern County Library, Frazier Park Branch

- b. Community volunteers and teachers may also volunteer to work as tutors with students at the library. Many of the District teachers already tutor students after school on a volunteer basis. Tutor location schedules will be coordinated by the Branch Librarian II or by the Library Associate.
- c. District grants community service hours for tutoring. Community service hours are coordinated by the District's school counselor.
- d. District grants County Library access to its website for students to access the District's online homework hotline for grades 4-8 and to Plato software homework help online for high school students. District's technology staff facilitates this access working together with County Library technology staff and establishes Desktop "homework help hotline to curriculum support." This desktop access will include but is not limited to the "computer literacy curriculum" which is a requirement at the high school.
- e. Library purchases a homework subscription funded by the District such as tutor.com or a similar program; establishes in-house and remote access to homework tutoring online and educational, yet fun, software games related to the curriculum.
- f. Library will provide designated after school time for tutor.com access on three computers for homework tutoring to be scheduled on a drop in basis.
- g. District publicizes program to students. Publicity handled by District's Administrative Assistant by means of flyers, newsletters, press releases and other methods of communication.
- h. District coordinates class Field trips to the Library for their three schools with Branch Librarian II or Library Associate.
- i. Branch Librarian II or Library Associate provides in-service training annually for teachers and for Healthy Start program staff on information/computer and database access at the Library supplemented with additional classes as needed.
- j. Library will plan and implement at least six information literacy programs annually on such topics as hygiene, medical and dental information, nutrition, parenting, literacy, ESL and GED classes for Healthy Start students and parents in cooperation with Healthy Start program staff .
- k. Library will provide space for tutoring sessions group study and tutor rooms, in the Computer Learning Lab, and in the conference room on a scheduled drop in basis.
- l. District prepares and prints publicity flyers and newsletters about the homework center to be distributed in schools, Healthy Start office, in the Library, and on its website.
- m. Library publicizes service by distributing in and out of house flyers, via its library bulletin board, the local newspapers, cable television, and on its website.
- n. Library provides "Homework Tutor" badges for student tutors.
- o. Library staff interacts with the tutors on a regular basis to encourage and support them.
- p. Library reference staff (Branch Librarian II or Library Associate manage sign in and sign out of tutors and students, collect statistics from online tutor program(s) and maintains and reports statistics to the District and Library Headquarters monthly.

3. Career Resources

- a. Library will develop a career reference collection for student use to be used as a catalyst for community connection, to help students develop the confidence to pursue career opportunities and to expand their view of the world. This career resource collection will provide job, career, scholarship information, college entrance exam preparation, college education information, and test books to assist students in assessing and pursuing vocational and career choices. Information formats shall include any combination of print, electronic, and audiovisual resources.
- b. The District Counselor may also place temporary reserves of career and vocational materials including ROP resources at the library.
- c. Qualified community volunteers providing career counseling will be made available to students on a scheduled basis and on a regular scheduled drop in basis to assist students in assessing and pursuing vocational and career choices. Such assistance will include resume preparation, job and college application and essay assistance and help with college entrance exam preparation. The District Counselor will solicit, train, and schedule qualified community volunteers to assist students at the library.
- d. Library will maintain usage and program statistics and will report to the school on a monthly basis.
- e. District and County will make available job and training postings in print and online.
- f. Library will provide website links and Eureka software for remote and in-house access to students with resume, job, career, and scholarship assistance.
- g. Library staff will also plan and implement programs on various career related topics of interest to teens working together with a local affiliate teen advisory council.
- h. Library staff (Reference Desk staff) collect program statistics and report them to the District and Library Headquarters monthly.

4. Temporary Public Library Special Collections for Students

- a. Any District teacher may request that the Library establish temporary limited circulation, or reserve collections for use by a class to complete a school assignment. Teachers may request either specific titles or subject area collections.
- b. Teachers will notify the Library as far in advance as is practicable, but at least one week in advance of the beginning of the assignment.
- c. Teachers will refer students to the library to access these collections, each time a special collection is established.
- d. District will publicize this service to teachers via District newsletters, their website and weekly meetings.
- e. Library will assemble collections, which are as comprehensive as possible, but will also consider the needs of other users in making selections.

Kern County Library, Frazier Park Branch

- f. Library will shelve temporary collections together in an area accessible to students.
- g. Library will establish temporary collections for a period not to exceed three weeks.
- h. The Branch Librarian II or the Library Associate collects temporary reserve statistics on the number of items placed on reserve and the number of teachers requesting reserves and reports them monthly to the District and to Library Headquarters.

5. District Supplied Core Curriculum Textbooks

- a. At its expense, District will supply two copies of each k-12 core curriculum textbook and media to the Frazier Park Branch. A copy of the District's CD on computer literacy will be placed on library desktops for use on all of the library's computers. Computer literacy is required at the high school and by providing a CD of the computer literacy curriculum, students and teachers will be better served after school as they need additional practice time to achieve proficiency. Coordinated by District's library textbook clerk.
- b. When curriculum textbooks change or are replaced, District supplies the Frazier Park Branch with the new textbook. Coordinated by District's library textbook clerk.
- c. District's principals and teachers, during orientations, via school newsletters and District's website, inform students that core textbooks are available at the Library. Library publishes information on its website and identifies collection at library with appropriate signage.
- d. Library receives, sends textbooks to Headquarters Support Services where they are cataloged and processed, then sent back to the branch to be shelved. (Cataloging is done by a Librarian III or Library Associate and processing is done by Library Clerks.)
- e. Library keeps books on Reference status; they can be used only in the Library and so are always available for students who do not have a text or who have left their texts at home.

6. SAT Prep Sessions At The Library

- a. District's School Counselor notifies Library annually of dates of SAT exams and schedules prep times during the two weeks prior to every administration of the SAT exam in Library tutor rooms and in the public conference room one evening and on Saturday.
- b. District prints and distributes publicity to students and parents. Materials are distributed through the District's usual communication channels to schools and parents.
- c. District solicits adults and qualified students to assist during prep sessions. This is done by school counselor.
- d. District awards community service hours to students who assist during the prep sessions. Community service hours are coordinated by school counselor.

Kern County Library, Frazier Park Branch

- e. During the evening and Saturday prep session, Library is staffed by the Library Associate and other staff/volunteers as appropriate. Refreshments, provided by the Friends of the Library, are served.
- f. District prepares and makes available SAT study materials and resource binders both before and during the prep sessions. Materials are selected, and resource binders prepared by the District's School Counselor.
- g. District prepares and distributes publicity materials to students using usual communication channels.
- h. Library publicizes the prep sessions with in-house flyers, via its website and the local newspapers and cable channel.
- i. Library Reference Desk staff collect program statistics and report statistics to the District and Library Headquarters monthly.

7. **ComTec Academy's Cisco Academy Trainees**

- a. District provides a Cal Tech Assistance Program certification training course of study to high school students. Training of students is under the supervision of District's Regional Occupation Program (ROP) together with the District Coordinator of Technology Services. The curriculum includes computer repair and maintenance and students assist the District with the repair, maintenance and rebuilding computers. Students who successfully complete CTAP training and are then certified as to their proficiency in CTAP training.
- b. District maintains list of high school students who have become certified CTAP trainers.
- c. Under the supervision of the District Coordinator of Technology Services together with ROP program staff, certified CTAP students will assist the Library with maintaining the equipment and with troubleshooting equipment problems during after school hours in coordination with the Branch Librarian II and the Kern County Library Computer Services' technology staff. This will provide CTAP students a further opportunity outside of their school to practice and hone their skills related to the CTAP curriculum at the library and at the same time provide the library with additional computer maintenance support.
- d. District awards community service hours to students for hours served. Community service hours are coordinated by District's school counselor.

8. **Shared Electronic Resources**

- a. District has internet capable computer terminals in every classroom and in the school libraries.
- b. District teachers can access on their own, or on behalf of students, a rich array of periodicals and other databases which are owned by the Library and not by the District.
- c. District will encourage and publicize this service to teachers and students through their regular communication means and encourage all students and teachers to use the Library's catalog, database subscriptions, 24/7 reference and website links.

Kern County Library, Frazier Park Branch

- d. District gives Library access to District's online Library catalogs; Library pays for telecommunication connections.
- e. Library gives District staff and students access to Library databases.
- f. Annually, Library reference staff will conduct an in-service workshop for District staff on the use of the library's online resources.
- g. Library and District will encourage Computer/Internet docents to train District staff one-on-one, and will encourage teachers to participate in the training.

9. Enrichment Literature Programming

- a. Each fiscal year, the District will fund three age appropriate storytelling programs at the branch and at the District's schools to be funded by the District and open to the general public and students. If possible within the budgeted amount, additional performances will be scheduled. It is intended that these programs be varied to appeal to various age levels (one for Frazier Elementary, one for El Tejon "Middle" School and one for the Frazier Mountain High School), and for families and the general public. Representative Library and District staff and students will collaborate to select possible storytellers.
- b. Library will plan and develop County personal service agreements with professional storytellers and/or authors for this purpose.
- c. Library prepares publicity master and District prints publicity flyers and posters to be distributed in schools, Healthy Start and in the Library.
- d. Library publicizes programs by distributing flyers in the community, in the Library, via community bulletin boards, via the local newspapers, cable television, and on its website.
- e. County will provide administrative support, space, audio-visual equipment, technology, branch and support staff, and contract services at the branch and the District will provide administrative support, space, audio-visual equipment, technology, and staff support at the District's schools.

Kern County Library, Frazier Park Branch

Collaborative Projects County of Kern /Kern County Library El Tejon Unified School District (ETUSD)

Based upon the needs assessment of the K-12 students and District staff and under the terms of the *California Reading Improvement and Public Library Construction and Renovation Bond Act of 2000* ("the Bond Act"), the District and the Library have been motivated to work much more closely together for the benefit of students. This has proven to be of tremendous benefit to both parties, improving our ability to meet the information and academic needs of K-12 students. The following projects are not Joint Ventures for the purpose of the Bond Act, but they represent additional ways in which the District and the Library are collaborating and leveraging resources for the benefit of K-12 students.

Kern Regional Transit Bus Passes For Students. In cooperation with the Community, the Library, the District and Healthy Start, Kern Regional Transit is offering free or reduced cost bus passes to students dependent on age, and is considering adding additional after school stops throughout the community to provide more frequent access to the Library. Both of these projects will make the new branch library much more available to students.

Foreign Language Translation And Outreach. ETUSD staff and parent volunteers from time to time, assist with translation of school materials. As available, the volunteers will translate Library Summer Reading club materials into the most needed languages, though generally Spanish is needed for a small Spanish language population, mostly in the Lebec and Frazier Park areas. The Library will provide the text; the volunteers will translate. ETUSD will print and distribute materials in the various languages to the target audience.

Teen Advisory Council. The Library's Teen Advisory Council seeks input from high school students about what library materials, programs and services are needed and will collaborate with a local affiliate group in Frazier Park. Staff will meet monthly with this group to seek input and receive help with planning. ETUSD publicizes this opportunity and programs among high school students, and prints and distributes flyers about the Teen Advisory Council and its programs to promote library awareness, information access, and involvement.

Library Plan. For the first time, the Library Plan formalizes the relations between District and Library. Both institutions acknowledge that neither can meet students' needs alone. Methods of sharing resources, mutual information sharing and training, and a schedule of meetings and are planned.

Quarterly Planning And Information-Sharing Meetings between Library and District staff. Both institutions recognize that they can serve children and youth better if they collaborate and communicate. These meetings are intended to reach that goal.

Kern County Library, Frazier Park Branch

Summer Reading Club Visits To Schools. Youth Services staff visit/and or send information to the elementary and the middle school to publicize the Summer Reading Program. The Kern County Superintendent of Schools assists the Library with this outreach effort throughout the County.

History Day. The Kern County Library provides bibliographies, website links, in service teacher and student training, and pathfinders to resources.

Kern County Library, Frazier Park Branch

Jurisdiction Wide Plan Of Service

Kern County Library

The 24 branches, three bookmobiles, main library, the Beale Memorial Library, Library website and supporting divisions including Administration, Business Office, Computer Services and Support Services enable the Frazier Park community to access the world of information through their effective and efficient local branch. Even though the Kern County Library serves all county residents spread throughout an area 8,073 square miles, branches are linked closely electronically as well as through regular communication chains, staff training opportunities, and regular deliveries.

All public library service is provided by the County of Kern in Kern County. That has led the Library to develop a strong central organizational structure in order to operate as cost efficiently as possible and in order to provide residents throughout the county with a consistent level of public library service. Shared resources, professional programming and outreach, onsite and group training, close interaction with Library Headquarters and Management have served to strengthen service to remote areas. With some small remote branches staffed solely by paraprofessionals, the central organizational structure enables professionals to select, catalog, handle database management, provide training and monitoring of branch operations in order to provide the finest support possible to every resident of the county.

The Frazier Park Branch, like all other Kern County Library branches, reaps great benefits from that philosophical approach to providing excellence in public library services. Branches have a strong professional network behind their service to the public. Professionals guide collection development and maintenance. Professionals design and update the website and provide county wide access to services, resources and materials small communities would be unable to provide on their own.

The main library, the Beale Memorial Library, provides immediate reference via phone, email or fax and it provides that in a positive teamwork approach. Branches quickly call for assistance and patient reference librarians guide paraprofessionals out in the field through an in-branch service for answers to patrons' questions even though the branch might be a two-hour drive away. They willingly provide their expertise to give off-site patrons and staff the direct benefit both of their knowledge and the expanded reference and other specialized collections located at the main library.

This teamwork approach is evident at all levels of library service to the branches in Kern County, and ultimately, to the public. It is this service orientation that enables the Frazier Park Branch provide its users with the most effective and personalized service possible.

Kern County Library

 www.kerncountylibrary.org



GREATER BAKERSFIELD AREA

1 BAKER BRANCH 1400 Baker St. 861-2390	6
2 BEALE MEMORIAL LIBRARY Information Desk Reference Desk Arkellian Children's Library Audio-Visual Circulation Desk 701 Truxtun Ave. 868-0701 868-0770 868-0750 868-0740 868-0760	7
3 HOLLOWAY-GONZALES BRANCH 506 E. Brundage Lane 861-2083	8
4 KERN COUNTY FIRE DEPARTMENT 5642 Victor St. 861-2511	
5 NORTHEAST BRANCH 3725 Columbus St. 871-9017	
6 RATHBUN BRANCH 200 W. China Grade Loop 393-6431	
7 SOUTHWEST BRANCH 8301 Ming Ave. 664-7716	
8 WILSON (Eleanor Wilson) BRANCH 1901 Wilson Road 834-4044	

OUTSIDE BAKERSFIELD

9 ARVIN BRANCH 201 Campus Drive 854-5934	17 KERNVILLE
10 BORON BRANCH 26967 20-Mule Team Road (760) 762-5606	26 WOFFORD HEIGHTS
11 BUTTONWILLOW BRANCH 116 S. Buttonwillow Ave. 764-5337	B3 16 KERN RIVER VALLEY
12 CALIFORNIA CITY BRANCH 9507 California City Blvd. (760) 373-4757	20 RIDGECREST
13 DELANO BRANCH 925 10th Ave. 725-1078	
14 FRAZIER PARK BRANCH 3015 Mount Pinos Way 245-1267	
15 McFARLAND (Clara M. Jackson) BRANCH 500 Kern Ave. 792-2318	
16 KERN RIVER VALLEY BRANCH 7054 Lake Isabella Blvd. (760) 379-8022	
17 KERNVILLE BRANCH 48 Tobias Street (760) 376-6180	
18 LAMONT BRANCH 8304 Segrue Road 845-3471	
19 MOJAVE BRANCH 16916 1/2 Hwy. 14, Space D2 824-2243	
20 RIDGECREST BRANCH 131 E. Las Flores (760) 375-7666	
21 ROSAMOND (Wanda Kirk) BRANCH 3611 Rosamond Blvd. 256-3236	
22 SHAFTER BRANCH 236 James St. 746-2156	
23 TAFT BRANCH 27 Emmons Park Drive 763-3294	
24 TEHACHAPI BRANCH 450 W. F St. 822-4938	
25 WASCO BRANCH 1102 Seventh St. 758-2114	
26 WOFFORD HEIGHTS BRANCH 7 Oak St. (760) 376-6160	

BOOKMOBILES

B1 BOOKMOBILE 1 (Bakersfield) 701 Truxtun Ave. 868-0755	
B3 BOOKMOBILE 3 (Lake Isabella) 7054 Lake Isabella Blvd. (760) 379-8022	

Diane R. Duquette
Director of Libraries

It's all...@your library™—Check it out!

MATERIALS

- Materials on all subjects for people of all ages
- Online and CD-ROM technology and access to thousands of user-friendly databases
- Newspapers, magazines and government documents (selected federal, state and local)
- Videos, DVDs, cassettes, CDs books on tape and disc, CD-ROM software
- Books in Spanish and other languages
- Large print and Braille materials
- Job skill building and employment test preparation study materials
- Career and college planning materials
- Telephone books — California, U.S. and international cities

INFORMATION AND RESEARCH

- Information specialists and support staff to provide search strategies
- Online catalog linking all public library databases in the Central and Southern San Joaquin Valley
- Readers' advisory
- Inter-library service to request and borrow materials from libraries nationwide
- Electronic databases for specialized subject searches and retrieval of magazine and newspaper articles

SPECIAL RESOURCES

- At the Beale Memorial Library:
 - Local History Room
 - Carleton Watkins Photography Collection
 - Curtis Darling Map Collection
 - Genealogy Room
 - Fern Doe Reference Center
 - Computer training lab
 - Geology, Mining and Petroleum Room
 - Business Alcove
 - Fine art by 19th and 20th century California artists
 - 300-seat Auditorium with kitchen facilities
- At Lamont, Taft and Frazier Park Branches:
 - Community history photograph archives
- At Beale and Wanda Kirk (Rosamond) Branches:
 - Teleconferencing options
- At Wilson Branch:
 - Low-vision testing by the Braille Institute

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SERVICES

- Personal computers, Internet access, typewriters, copy machines (some color) and fax.
- Internet instruction and orientation
- Audio-visual listening/viewing carrels
- Book drops for after-hours return of books
- Renew materials and check your account by telephone
- Service-minded, bilingual, multicultural staff
- Library tours and instruction for all ages
- Library access via Library home page: www.kerncountylibrary.org
- Bookmobile service in outlying areas
- Community meeting rooms
- For children:
 - Storytimes for preschool and school-age children
 - Summer reading programs
 - Children's Book Week celebrations
 - Dial-a-Story
- For adults:
 - Tax forms/voter registration
 - Book discussion groups
 - Library programs based on community needs and interests
 - Speakers for programs
 - Used Book Sales sponsored by the Friends of the Library

LIBRARY SUPPORT GROUPS

- Friends of the Kern County Library, Inc.
- Kern County Library Foundation
- Kern County Genealogical Society
- Community volunteers

Availability of some services and materials varies among branches

www.kerncountylibrary.org

Other Jurisdictions

Kern County Library, Frazier Park Branch

The Kern County Library is a member of the San Joaquin Valley Library System (SVJLS) as well as the Heartland Region of the Library of California that covers the same geographical area of the San Joaquin Valley Library System but has been expanded to include multi-type libraries. SVJLS consists of nine public library jurisdictions. The geographic area covered by both SVJLS and the Heartland Region spans the southern end of the San Joaquin Valley from Frazier Park in the south to Madera and Mariposa in the north.

San Joaquin Valley Library System (SVJLS)

The vision of the San Joaquin Valley Library System is that through the leadership and cooperative efforts of the SVJLS, the public libraries of the Central Valley will provide effective and high-quality services to meet the informational, recreational, self-educational and cultural needs of users. SVJLS is committed to a group of core values which shape service priorities. These values are the bedrock on which the long range goals and daily operations are based. They include:

1. Quality service should be available in all locations.
2. Well trained staff are essential to quality service.
3. Sharing resources improves the service of all libraries, regardless of size.
4. Libraries with greater fiscal constraints should not be left behind better funded neighbors in acquisition of technology or services.
5. Facilitating patron use of other libraries is important, but so is maintaining each library's individual service identity.

The key issues addressed by the San Joaquin Valley Library System are:

1. Sustaining technology and supporting growth.
2. Maintaining a skilled workforce.
3. Growing our shared resources.
4. Responding in a timely manner to new service demands.
5. Maintaining a stable funding source and fee structure.
6. Maintaining quality of core services.

The San Joaquin Valley Library System enjoys a long tradition of serving the public libraries of California's Central Valley region. Its nine members make use of the System as a vehicle to share ideas and expertise, to test new technologies, and to share the cost of expensive services. Two existing services are at the heart of SVJLS, the San Joaquin Valley Information Service and ValleyCat, the shared library automation system.

Library automation support through SVJLS began with a shared online catalog and has expanded over the years to include Internet access, website hosting, e-mail services, Internet filtering, print management, group hardware and software license purchases, technical support for workstations, and management of a sophisticated telecommunications network.

Kern County Library, Frazier Park Branch

These issues are addressed via resource sharing among SJVLS libraries and their various branches (including Frazier Park Branch), other libraries in the region including member libraries of the Library of California, internet access, e-mail service, shared databases including the SJVLS public access online catalog, local history digitization database and SJVLS database subscriptions including Infotrac magazine index and Reference USA.

A formal resource sharing agreement for shared system services including shared library catalogs, computer support, reference, telecommunications and delivery services and others is in place that links all nine jurisdictions in the SJVLS. This is designed so that second level reference and information can be delivered within 10 days and interlibrary loans can be delivered within three working days. System communication is achieved via telephone, e-mail, fax, system delivered mail, committee meetings, and through Administrative Council monthly meetings, video and audio conferencing.

SJVLS support is provided to all nine member jurisdictions and their outlets and includes database maintenance and cataloging via Fresno County Library and Kern County Library, the System web site, collection development, Youth Services, and System technology related services including hardware, software and staff training.

Internet access is provided through DYNIX Gateways for both staff and the public via a system homepage in addition to the Kern County Library's homepage and individual branch web pages. A multiple library network facilitates better use of area resources in answering questions. Training programs and interlibrary reference are both online with the CORE Reference Correspondence Course and presented to staff meetings on select topics at member libraries.

A subdivision of the SJVLS is the San Joaquin Valley Information Service (SJVIS) that gives Kern County Library and its outlets (including Frazier Park Branch) electronic access to Ben's Almanac, Reference Correspondence Training online, Question Referral, Collection Development, News & Clues (newsletter), Song Index and Antique Index.

This SJVIS reference center is maintained at the Fresno County Library. Since its inception in 1960, SJVIS has worked to improve the provision of reference services in member libraries. As a second level reference center, SJVIS assists in answering patron questions which, due to time or resource constraints, could not be answered at the local level. A dedicated staff provides training services to member libraries geared toward improving frontline reference skills.

Questions referred by member libraries are worked on at the center using the resources of the headquarters library and of other area libraries. Files of completed questions and useful information are kept in electronic format as much as possible using the VINE system. When appropriate, reading reference information is added to the "Fugitive Facts" module in DYNIX, the integrated, automated circulation system shared by all system jurisdictions.

Kern County Library, Frazier Park Branch

The System Reference Center uses the resources of the "First Source" system to access LUMMIS at the Los Angeles Public Library. A song index is available via the System's home page on the World Wide Web. It indexes approximately 86,000 songs. System training is provided to member libraries on reference tools and methods to use to answer the public's questions accurately and quickly and to be able to refer questions effectively when necessary.

SJVLS Member Benefits

- A. Equal Access Program
Library users throughout the SJVLS have one library card, which can be used, at 107 locations in the SJVLS service area. Books and other material types are loaned to users in the same manner and under the same rules as loans to local patrons. A shared integrated, automated system allows for bibliographic control and database maintenance including authority control. It interfaces to OCLC and RLIN, online cataloging support systems and provides access to GUI-based acquisitions with online ordering and GUI-based serials control with online claiming. It also provides system wide circulation with rental collection support, off-line back-up, homebound and patron notification. It provides the means for inventorying, Web-based user interface for an online patron access catalog with provisions for materials booking, information and referral and special files. Additional system-wide functions include electronic mail and generation of management reports.
- B. Database maintenance and cataloging
Consistent procedures are in place at cataloging sites to ensure an accurate and complete catalog of member library holdings.
- C. Joint reference databases
A number of reference databases are available throughout SJVLS from in-house and off-site computers providing users with up-to-date general and business reference as well as medical and periodical full-text and abstract access.
- D. Webpage
System webpage provides linkage to all libraries in the System, the shared database/catalog, local and library-related sites and information essential to the public's use of library materials, services and facilities.
- E. Collection Development
Collection Development focuses attention on joint purchases to extend collections of member libraries.
- F. Youth Services
Youth Services develops core lists of children's and young adult materials in a variety of genres to meet the needs of various target audiences. It develops a shared Summer Reading Program theme, graphics and idea-swap. It coordinates joint grant applications and innovative programs for children and young adult. It also develops and presents in-service training for staff in System libraries in the areas of readers' advisory, juvenile reference, and programming. It also researches and recommends system-wide shared electronic resources for youth.

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- G. CORE
On-line reference correspondence courses are provided for staff to improve the quality of reference service given to residents of all jurisdictions with special concentration on the needs of smaller, rural branch libraries. Goals include: California residents will be successful in obtaining any information they ask for at their local library branch. California residents will receive satisfactory answers to questions they ask at their local library from within that library's service area if at all possible.
- H. Technology
SJVLS currently provides system wide planning, coordination, implementation and support of mainframe computer related services on a cost share basis.

Planned upgrades for SJVLS member libraries in the next year include transitioning to an upgraded automated, integrated circulation system (Horizon/Sunrise); improving the efficiency of connectivity between member jurisdictions; developing iPac into an information portal with consolidated searching to improve resource accessibility to patrons and better serving Spanish speaking/reading users with web and online catalog access in Spanish.

Heartland Regional Library Network

In January 1999, after years of planning, the Library of California Act was signed into law creating a statewide library network potentially linking all types of libraries in California for the purpose of expanded resource and information sharing. The organizational frame of the Library of California is composed of geographical regional networks. As a member of the Library of California, the Kern County Library is geographically a member of the Heartland Regional Library Network. The Heartland Region includes the same land mass and public library members in the SJVLS as well as other types of libraries including academic, corporate, law, medical, prison, research, school and special libraries within the same geographic region. Various databases are provided through this network and the system supports staff development training and resource sharing through a regular delivery schedule as well.

Benefits of Jurisdiction Wide Services

What would Benjamin Franklin think if he could see today's public libraries? As he stood outside flying his kite in lighting weather imagining what the scientific future held, I wonder if could have had any inkling of how his first understanding of electricity could be transformed into the electronic age we live in today.

In today's age of electronically linked libraries, resources, information and real time trained professional assistance, people who live in isolated regions like Frazier Park are no longer denied access to the world of information. Expanded library resources and services including public library systems (SJVLS) and multi-type library systems (The Library of California) literally bring the library to the people. Users of the Frazier Park Branch, as well as all other Kern County Library outlets, benefit directly from the services of both the SJVLS and the Heartland Region of the Library of California.

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Technology Use Plan - Executive Summary

In harmony with Kern County Library's mission statement and service goals, this Technology Use Plan enables the Frazier Park Branch to implement its Plan of Service by identifying the electronic technologies needed to meet, support and expand the service needs of the proposed new branch. It also addresses technologies required to meet the needs of K-12 students in the joint venture project with the El Tejon Unified School District. Based on the Needs Assessment, the Library Plan of Service for the new facility outlines goals that will develop it into a vital resource, information and community center that actively serves as a catalyst for personal gain for all residents.

A number of technology specific needs were identified in the needs assessment including the need for more computers (a total of 49 computers will be included in the new facility) including assistive technology for disabled patrons, the need for personalized assistance in using computers and databases both in the library and from remote access, the need for help using computers and classes that teach computer related skills, the need for student homework assistance as well as the need for space for computer use. Since the role of technology in today's libraries is to enable the local library to meet its service goals in the most efficient way, the technology needs identified by community members really served as the means to reaching service goals as outlined earlier in the Plan of Service.

Goal #1 To meet the first goal to provide the community with information and knowledge, the technology plan will install public access computers including some assistive technology workstations throughout the new branch, expand the branch website, link all computers to system subscribed databases, develop access to a 24/7 live online reference center, and provide email and fax reference responses so that patrons can get needed information from their school, home or business.

Goal #2 To meet this goal to provide a skills based approach to library service, technology will be used to create a Computer/Homework Center "Learning Lab" with school funded homework software installed, equip the lab and meeting room with a projector and screen for instruction purposes, provide computer access in branch meeting rooms and/or the state-of-the art access at the time of building, and create a mobile lab of 20 laptop computers plus portable projector and screen so that expanded computer instruction can take place in branch meeting rooms or, remotely, at community sites.

Goal #3 The Plan of Service goal to meet the community need for enrichment will be met through a goal of programming for all ages. Technology will enhance this goal by installing computer and audio-visual electronics in meeting rooms to support various types of programming. Descriptions of specific audio-visual uses and devices are included in the Building Program.

Goal #4 Technology will also be integral to the successful achievement of this goal to develop the Frazier Park Branch into a community center, through an expanded web site that caters to local information, resources, events and materials as well as electronic equipment needed by local residents including copy machines, fax machines, electric typewriters, coffee, food and beverage vending services that meet their immediate needs and draw them into the branch. Descriptions of specific electronic equipment are included in the Building Program.

In addition to integrating technology into the goals of the Plan of Service by implementing its installation, maintenance and use, technology will extend current service by the number of

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additional computers available to patrons, and then by the Computer/Homework Center “Learning Lab”, the mobile laptop lab, extensive classes for all ages on computer related topics, the addition of homework help software funded by the school district, the use of a 24/7 and local email reference service and an expanded branch web site. Adult and high school computer docents, tutors and computer troubleshooters will enable the computers to be maintained at a fully functional level and be utilized at a maximum capacity. Computer support will be sustained by trained high school students as well as by Kern County Library computer services technicians and San Joaquin Valley Library System computer staff.

While the expansion of computer services at the new Frazier Park Branch has positive implications for patrons of all ages, the needs of students in grades K – 12 will specifically be addressed. K – 12 students include those students enrolled in ETUSD as well as those who attend the area’s charter schools or are home-schooled. Most of these students have not lived in a world without computers as part of their lives so they aren’t afraid of them, yet while most are extremely adept at various computer games and understand basic software installation and basic computer use, few are savvy in the area of research and lack search skills. They maneuver over the screen with the greatest of ease and exhibit excellent hand-eye coordination and dexterity. They know much of the computer jargon and easily move from computer to computer and program to program, but they appear to know little about evaluating the credibility of websites or how to streamline their search process for effective results. Most do computer research using a computer-based encyclopedia or by conducting a “google” search rather than from researching a variety of carefully chosen credible sources from a variety of library databases, reference books and other book and media resources. They also lack skills in using reference databases and library catalogs and this also will be addressed through in-service workshops for their teachers, library orientation for field trips and personalized and group instruction.

Other needs of students in grades K – 12 include just having access to computers outside of school. While a great number of students surveyed say they have a computer at home, teachers and school personnel report that only about 50% of students have the access they need to computers at home for various reasons. They report that some of their students’ home computers are too old to meet their current needs or that electronic game devices may be termed “computers” by students when they are not really full-functioning computers. This Technology Plan suggests specific hardware and software, as well as routes of connectivity, to achieve the goals outlined in the Plan of Service. Those suggestions are made based on today’s knowledge. As technology changes, so will the implementation plan adapt to include changing technology because the overall goal is to use technology as a tool to meet the public’s needs.

Kern County Library, Frazier Park Branch

Technology Overview

Number of Computers - Of the initial total 49 computers, the Library branch will support 24 laptops and 15 computer workstations designated for public use and include functionality for Library catalog, office productivity, Internet, Reference databases, and educational software. The remaining 10 computer including laptops and workstations, designated for staff, are primarily used for circulation, research and administrative functionality. Two of the ten staff computers are for laptops to be used by staff trainers in the computer lab and Community Room for training purposes.

Needs Assessment surveys by the ETUSD indicate that 50% of students do not have a computer in the home while Library surveys indicate that 90% of students do have access to a computer at home, and 78% have access to the Internet. Library surveys indicated that 96% School District personnel have access to both the Internet and computers at home. However, based upon library community focus group surveys with adults and seniors, an estimated 50% of adults do not have access to a computer at home, a staggering 86% of senior citizens in the AARP did not have a computer at home, and most people interviewed or surveyed felt they needed to learn more about how to use a computer and access library resources. Many people also, desired access to distance learning opportunities to increase their skills for enhanced career opportunities. Requests from the public include more computers for research, more personal assistance by trained staff and a focus on specialized homework assistance for students.

The idea of a Computer/Homework Center “Learning Lab” to meet the personalized needs of children of all ages and teens was a common community theme. The ETUSD wants to see Plato or Tutor.com or another homework software program expanded to more youth at more age levels and in more locations. Telephone and web access are another effective way to extend homework help to isolated residents. Adaptive technology meeting ADA standards will be provided to assist people with computer technology and reading.

Adults and senior citizens would like more computers and classes. The Frazier Park web page will contain local links and live homework help during the hours the Computer/Homework Center “Learning Lab” is operational. Reference databases with local and remote patron access as well as 24/7 online reference, covering services such as placing a searchable Frequently Asked Questions (FAQ) on the library's web site to answering reference email questions and real-time assistance using Chat software will further expand homework assistance. Responding to community need and reflecting that need in the design of the branch web page are high priorities in service.

The ETUSD and Kern County Library will cooperate in a joint venture for the Frazier Park community to create a Computer/Homework Center “Learning Lab” with eight computers and two of them dedicated to a homework software program like Plato or Tutor.com. Two of the Computer/Homework Center “Learning Lab” computers will have ADA assistive technology to meet additional community needs. The Frazier Park Branch will have access to the resource

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sharing among San Joaquin Valley Library System libraries, and libraries participating in the Library of California, online patron access catalog, reference databases, Internet access, database maintenance and cataloging, the System web site, including links to homework helpers, collection development, Youth Services, CORE online reference correspondence courses, distance learning and System technology related services including hardware, software and staff training.

By far the greatest need for expanded library service to children is the need for personalized homework assistance for youth including teens in the Frazier Park vicinity outside the school environment. The idea of the Computer/Homework Center “Learning Lab” sprang up spontaneously from all parts of the community. Already field testing the software modules of Plato, a real-time live Internet based homework computer program, the ETUSD wants to see its use, or a similar software program such as tutor.com expanded to more children at more age levels and from more locations.

According to the Needs Assessment process, a Computer/Homework Center “Learning Lab” must go even further to be successful. It must provide a way for students who cannot get to the branch after school to still be able to participate. Telephone access and web access are essential in their mountain region. Another effective way to extend homework help to the geographically isolated is through the Kern County Library web site, Kids Page, and the Frazier Park home page. Appropriate homework related links would be maintained and publicized clearly so that children can gain assistance from their home if needed. Reference databases with local and remote patron access as well as 24/7 online reference covering services such as those listed above will further expand homework assistance.

This Computer/Homework Center “Learning Lab” is also geared to the homework needs for the area’s teen population and will be developed with their curriculum and learning styles in mind as well. With professional staff trained to meet curriculum needs, with the positive support that such a partnership with the school brings and with web and telephone accessibility added, this “Learning Lab” has the opportunity to effectively impact the teen student’s education and ultimately, his/her future success in life. Frazier Mountain High School students in the ComTec Academy program will act as docents to train and assist patrons with computer technology. This will enhance their learning process and contribute to the community through the library.

There is a need for the proposed new facility to be more accessible to those whose physical limitations have restricted their use of the current branch, its materials and its services. Just by meeting the standards set by the Americans for Disabilities Act, service to the entire community is expanded. Adaptive technology will be provided to assist people with computer technology and with reading. Staff will assist any person needing accommodation with access to the library and its services, resources and programs. Referrals will be made as necessary to individuals needing special services for the disabled from the “Independent Living Center of Kern County” for

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information and referral, GA/Social Security/Benefits, Assistive Technology and Advocacy and to the Kern County Aging and Adult Services Department. The "Independent Living Center of Kern County" as well as the Kern Assistive Technology Center located in Bakersfield both consulted on recommended assistive technology devices.

Another of the needs focused on was for computers and classes just for senior citizens. As previously mentioned, 86% of those surveyed recently say they don't own computers and don't know how to use them. These senior citizens surveyed admit being slower to understand and want smaller classes with time for individualized help. They prefer classes just for senior citizens so that their learning styles don't slow down others in the class and they aren't made to feel self-conscious.

In addition, Web access from home and other remote locations is essential. While Kern County Library Headquarters staff located in Bakersfield maintains the web site at www.kerncountylibrary.org, local community input is invaluable in designing and updating the branch web site. It will contain local links as well as community and branch information and a "live" link for homework help during the hours the Computer/Homework Center "Learning Lab" is operational. At other times, public e-mail requests for assistance will be answered with a 24-hour turnaround time. Reference databases with remote and local access, 24/7 online reference planned through the Metropolitan Cooperative Library System and access to the San Joaquin Valley Information Service subject request referral will further enhance the learning experience. Being responsive to community need and reflecting that need in the design of the branch web page and reference service are high priorities.

Computer software will also include a customer reservation system to help facilitate the use of technology resources for customers more efficiently. Additionally print management software will be used to help manage the output of printed forms and streamline operational expenses.

Internal Technical Infrastructure

The planned technology proposed for the Frazier Park Branch will meet, support and expand community service needs within the mission and service goals of Kern County Library. All technology used at this new branch meets or exceeds technology standards set forth by Federal Depository Library Program (FDLP), San Joaquin Valley Library System (SJVLS) and the Kern County Library. In addition, one computer at the Frazier Park Branch is configured to "Libris Design" system specifications.

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The SJVLS provides the following technology-related services:

1. WAN connections between all 107 fixed library sites and Fresno
2. Connection to the Internet
3. Firewall, DNX, web site hosting
4. IOLS including WebPAC and A39.50 server, an e-mail server, Remote Patron Authentication server, Bibliostat (statistical program) server, and Telecirc II server for automated phone notification of patrons.
5. Group purchasing of PC hardware, software and online databases
6. IP-based video conferencing
7. Access database for technology inventory control
8. Wireless bookmobile connectivity (in testing phase)

Requirements to support the internal technical infrastructure at the new Frazier Park Branch include specifications for electrical outlets, network/telecommunications, hardware and software requirements including ADA assistive technology and servers.

The overall technical infrastructure is based on a star topology and includes a networked single server. The server will be based upon the Windows 2000 or equivalent operating system. This platform primarily offers the public the use of traditional software applications such as Office (Word, Excel and PowerPoint), Web browsers for surfing the Internet, Library Online Catalog through Epixtech, and Inspiration, a software application used for planning, organizing, outlining, prewriting, diagramming, concept mapping and webbing. The server will include access to productivity and educational software for collaboration, communication and analysis.

Category 6 cabling will be used both for telephones and network devices. The internal network-cabling structure will include cable mediums such as twisted-pair Category 6 and Coaxial RG-6.

From a wide area (WAN) perspective the Library will upgrade its current T1/128 line and integrate into the San Joaquin Valley Library System (SJVLS) using a minimum of a full T-1 frame-relay circuit. Network components such as a router and CSU/DSU used for this type of connection are provided by SJVLS on a cost share basis for Kern County Library.

In designing the new Frazier Park Branch, the space and its surrounding environment must be flexible to accommodate every foreseeable advance in Information Technology. This includes but is not limited to:

1. Wireless voice/data communications
2. Video projections through computer
3. Links to satellite dish or microwave dishes
4. Links to support the use and control of electronic appliances through the Internet

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Internal Technical Infrastructure Requirements

Electrical Outlets

1. Ground all outlets
2. Provide a 20-amp circuit for every duplex receptacle.
3. Provide a separate 20 amp circuit for telecommunications room equipment with separate duplex receptacles
4. Multiple surge protectors meeting current library specifications should be provided in built in counters and as a part of tables, study carrels, services desks etc.
5. Placement of electrical, data, and telephone outlets must be coordinated with the library's furniture schedule since these elements can be incorporated into table, study carrels, service desks etc. This need should be stated on the building plans.

Networking/Telecommunications

1. Wiring Standard for Category 6 or better plenum rated cabling to each cabling outlet: EIA/TIA568B
2. An uninterruptable Power Supply (UPS) for the server and telecommunications equipment will be installed in the telecommunications closet.
3. ¾" plywood backboard for mounting telecommunications hardware.
4. Electrical should be at least a foot away from DMARC in the telecommunications room.
5. The electric panel in the telecommunications room shall include one (1) separate 100 circuit and a battery backup for the telephone system.
6. Voice line jack.
7. The termination of data cabling shall be on two steel rack-mounted seven (7) foot racks with 36" clearances in front and back with appropriate cable management.
8. Data and electrical lines are not to be placed in the same conduit
9. Data conduits are to be provided for multiple terminals in the children's area, study carrels, tutoring rooms, computer lab, community room, staff desk, circulation and reference counters, and workrooms. Final placement will depend on furniture and equipment layout.
10. Cables and wires must be stored out of view for all staff and public terminals.
11. Homerun coaxial cable from telecommunications room for satellite dish.
12. Homerun coaxial cable from telecommunications room to both video flat panel plasma displays.
13. Video, Flat Panel Plasma Displays (50" for SVGA computer or video display)

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ADA Hardware, Software and Furnishing Requirements

According to the community needs assessment, recommendations from the “Independent Living Center of Kern County,” the “Kern Assistive Technology Center” in Bakersfield, and upon our own recent staff experience with a LSTA “Cyber senior” grant in a Bakersfield area branch utilizing assistive technology with seniors, there are minimal requirements needed for the proposed new facility to be more accessible to those whose physical limitations have restricted their use of the current branch, its materials and services. Adaptive technology complying with the Americans for Disabilities Act will be provided to assist people with computer technology. The Library recognizes these needs and will provide the following ADA hardware inventory and software in the following numbers:

- 1 Alternate Keyboards (3)
- 2 Alternate Mouse/track balls (6)
- 3 Alternative Communication Aid (1)
- 4 Assistive Listening Devices (5)
- 5 Assistive Listening System Accessories (1)
- 6 Automatic page turners (2)
- 7 Electronic magnifier (CCTV), color (3)
- 8 Screen Magnifier Attachments (5)
- 9 Touch Screen Monitors (3)
- 10 TTY/TDDJAWS software (3)
- 11 Zoom Text software ((3)
- 12 Technology Carrels, Adjustable (Electrical) Height (3)

Laptop (26) and Computer Workstations (23) Hardware Specifications

- 1 2.5GHZ CPU, INTEL or Equivalent
- 2 104 USB Keyboard
- 3 Three button wheel mouse
- 4 Speakers
- 5 Headphones
- 6 1 GB memory
- 7 40 GB, 7200 RPM, IDE
- 8 64 MB Video, DVI
- 9 Network Card
- 10 8X speed DVD
- 11 250 MB Zip
- 12 1.44 MB Floppy Drive
- 13 Video Display
 - 15” Flat Panel LCD server
 - 17” Flat Panel LCD (20) staff/public
 - 19” Flat Panel LCD (3) Public assistive technology
- 14 SB Live compatible sound
- 15 Mid Tower Case

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Server Hardware Specifications

(Based upon Dell PowerEdge 6650 series model) Specifications:

Processors

Two Intel® Xeon™ processors at 1.6GHz

Memory

4GB PC200 DDR SDRAM

Hard Drives (Capacity to be a minimum 210GB)

SCSI Ultra 3 or better, Hot swappable.

Internal Tape Backup

Print Output Hardware

Networkable high-speed color laser printers (2)

Printer, Ink-Jet (1)

Printer, Laser color (2)

Software Specifications and Operating Systems

Computer Workstation

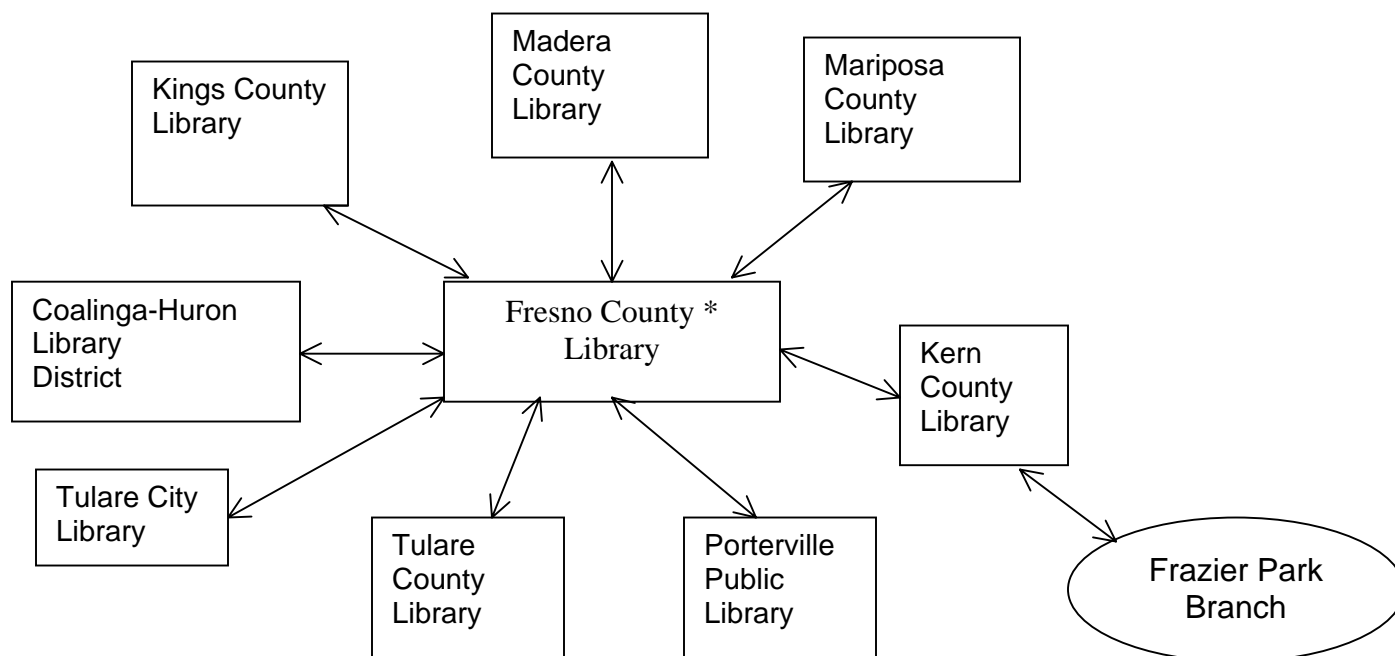
- 1 Microsoft Office 2000 or Equivalent (Word, Small Business Tools, Publisher, Access, Excel, Outlook, PowerPoint, Bookshelf Basics)
- 2 Internet Explorer 5.x or Current Version Internet Web Browser
- 3 Power Archiver 6.x or Current Version
- 4 Norton AntiVirus Edition Current Version
- 5 Inspiration Current Version
- 6 Kern County Library Online Catalog – Epixtech's "Horizon/Sunrise"
- 7 Print Management
- 8 Scheduling Management
- 9 Tutor.com (Home work tutor such as tutor.com or Plato)
- 10 Windows 2000 Operating System or Equivalent

Server

- 1 Windows 2000 server (50 user licenses)

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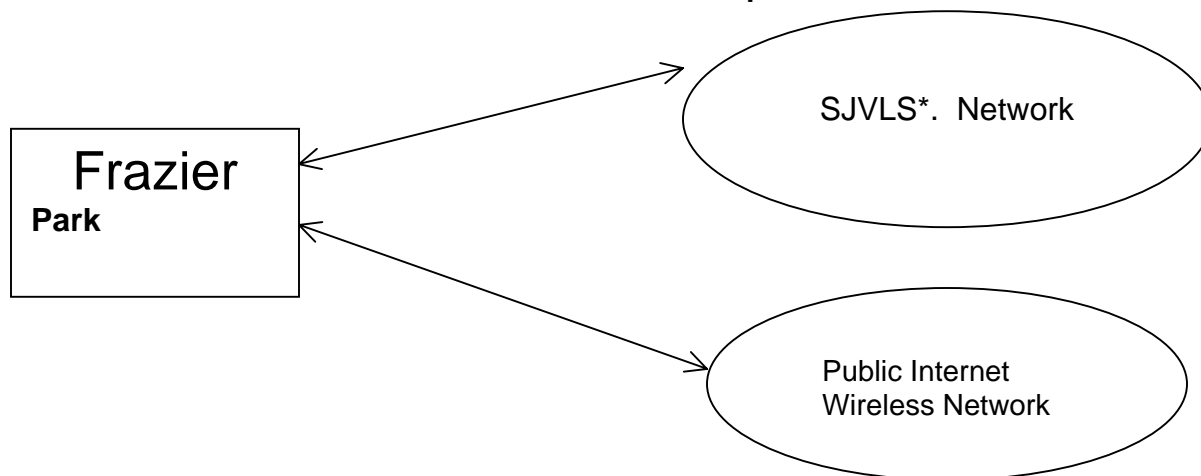
San Joaquin Valley Library System (S.J.V.L.S.) Joint Powers Agency for Computer Services Wide Area Network (W.A.N.) Diagram



* SJVLS hosts the following shared resources:

- Internet access (filtered & unfiltered), subject to patron choice at the Kern County Library
- E-mail Service (Exchange server)
- Shared databases
 - SJVLS public access online catalog (P.A.C.)
 - Remote patron authentication
 - Local history digitization database
 - SJVLS database subscriptions
 - Infotrac magazine index (2,600 subscriptions)
 - Reference USA
- Staff files
- SLVIS (San Joaquin Valley Information Service)
 - Ben's Almanac
 - Reference Correspondence Training online
 - Question Referral
 - Collection Development
 - News and Clues (newsletter)
 - Song Index
 - Antique Index

Kern County Library
Frazier Park Branch (temporary branch)
Network Description

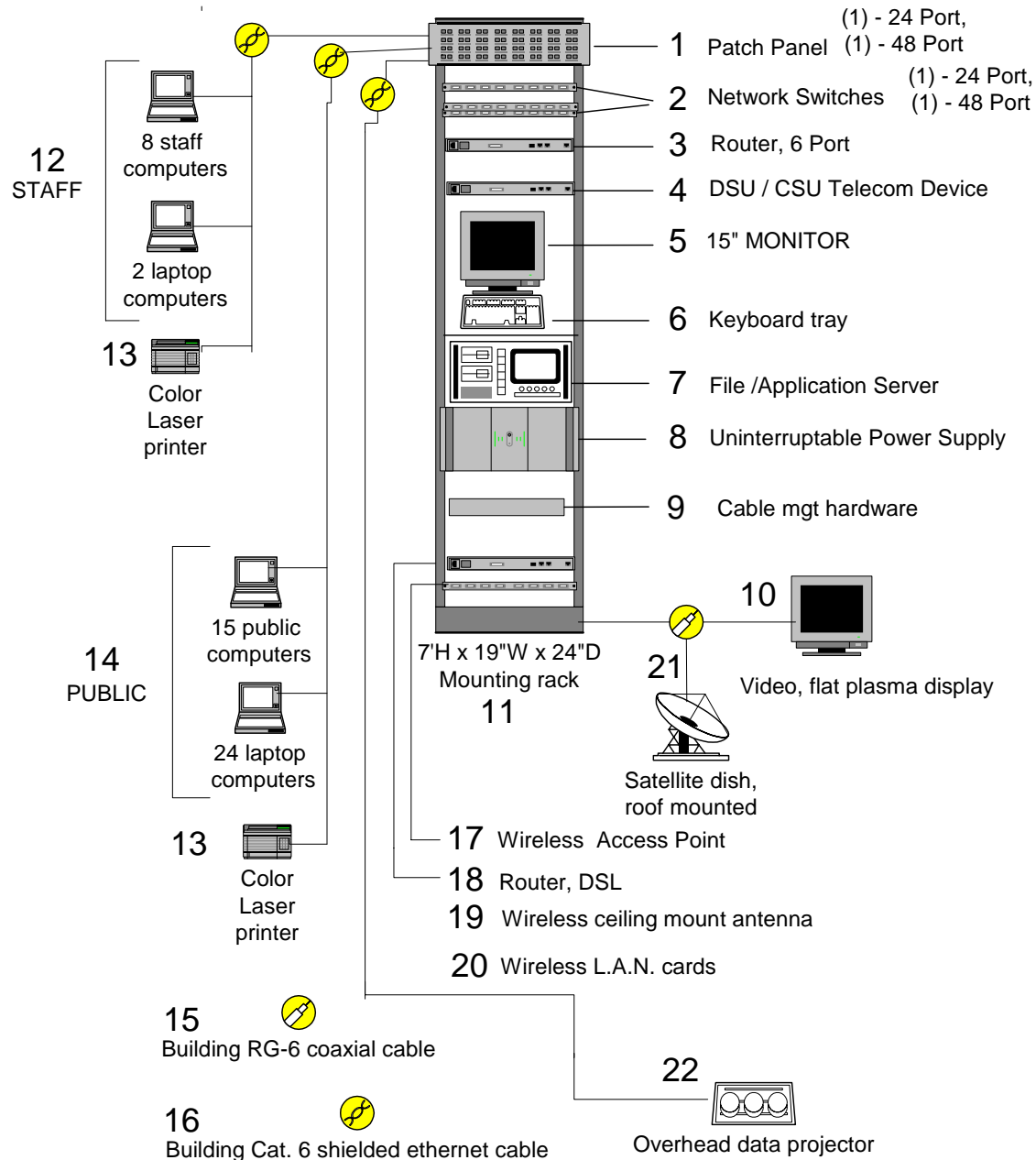


* SJVLS hosts the following shared resources:

- Internet access (filtered & unfiltered), subject to patron choice at the Kern County Library
 - E-mail Service (Exchange server)
 - Shared databases
 - SJVLS public access online catalog (P.A.C.)
 - Remote patron authentication
 - Local history digitization database
 - SJVLS database subscriptions
 - Infotrac magazine index (2,600 subscriptions)
 - Reference USA
 - Staff files
 - SJVIS (San Joaquin Valley Information Service)
 - Ben's Almanac
 - Reference Correspondence Training online
 - Question Referral
 - Collection Development
 - News and Clues (newsletter)
 - Song Index
 - Antique Index
- Wireless Internet access for patron-owned laptops

Kern County Library, Frazier Park Branch

Technology Infrastructure Diagram *



* See network infrastructure key diagram

Kern County Library, Frazier Park Branch

Network Infrastructure Key Diagram

<u>Item #</u>	<u>Qty</u>	<u>Function</u>	<u>Location</u>	<u>Description</u>
1	2	Infrastructure for L.A.N.	Telecom Rack (1) 24 Port	Patch Panel (1) 48 Port
2	2	Infrastructure for L.A.N.	Telecom Rack	(1) Network switch 24 Port Managed, Gigabit Connector. (1) Network switch 48 Port Managed, Gigabit Connector.
3	1	Network routing to SJVLS W.A.N.	Telecom Rack	Router, 6 Port (SJVLS)
4	1	Infrastructure for SJVLS W.A.N.	Telecom Rack	DSU/CSU
5	1	Server Display	Telecom Rack	Computer Monitor 15" Flat Panel LCD
6	1	Server Control	Telecom Rack	Keyboard tray, Rack mounted
7	1	File/Application server	Telecom Rack	See above specifications under "server"
8	1	UPS	Telecom Rack	Uninterruptible Power Supply
9	2	Cable mgt	Telecom Rack	Cable organization
10	2	Public Learning lab programming		Video flat panel plasma display Meeting room

Kern County Library, Frazier Park Branch

<u>Item #</u>	<u>Qty</u>	<u>Function</u>	<u>Location</u>	<u>Description</u>
11	1	Organization /access	Telecom Rack	Computer /communications Equipment 7'H x 19"W x 24"D
12	10	To utilize library & school catalogs, internet, e-mail, databases Management files, Microsoft Office, training.	Circulation Staff workroom meeting room Learning lab Reference Librarian's Office	2 computers 4 computers 1 Laptop comp 1 Laptop computer 1 computer 1 computer
13	2	Public/staff high speed	Circ. desk printing	Networked Color Laserjet printer
14	39	Public access to networked resources including library & school catalogs, internet, databases, Microsoft Office	Reference Children's Young Adult Audio/Visual Learning lab Meeting room	5 computers 2 Laptop computers 2 Laptop computers 2 computers (1 w/ assistive tech.) 8 computers (2 w/ assistive tech.) 20 Laptop computers
15	1	Infrastructure media cable for distance learning via satellite/ public internet access by patron owned laptop computers/video flat panel plasma displays	Throughout building	RG-6 coaxial cable
16	1	Infrastructure for L.A.N.	Throughout building	Shielded Category 6 ethernet cable
17	1	Public Internet access by patron owned laptop computers	Telecom Rack	Wireless Access Point

Kern County Library, Frazier Park Branch

<u>Item #</u>	<u>Qty</u>	<u>Function</u>	<u>Location</u>	<u>Description</u>
18	1	Public Internet access by patron owned laptop computers	Telecom Rack	Router, DSL
19	1	Public Internet access by patron owned laptop computers	Telecom Rack	Wireless Ceiling Mount Antenna
20	20	Public Internet access by patron owned laptop computers	Telecom Rack	Wireless L.A.N. Cards
21	1	Distance learning	Roof	Satellite Dish
22	1	Training/Public programming	Public meeting room	Overhead data projector

Technical Support

Kern County Library will continue to provide staff development and technical training programs for library computer services staff. This will help technical staff to develop and apply their skills with the organization, resulting in better customer service, standardization of equipment at the most efficient and cost-effective level, and resolution of technical problems and technology related issues. Branch staff as well will be provided requisite training to handle routine troubleshooting problems. Support is also provided by the SJVLS' computer services staff, and under the cooperative joint venture agreement with the ETUSD, the ComTec Academy's Cisco Academy students will provide routine troubleshooting support at the branch on a scheduled basis as part of a training component and community service requirements for graduation.

Kern County Library, Frazier Park Branch

Kern County Library History

Kern County has a long history of wanting libraries for its citizens and it started in this effort through organizations or clubs formed to raise money. In October, 1866 a library association was organized in the County seat of Havilah "to form a retreat for residents to pass their leisure hours in quiet enjoyment, free from the evil doer who stalks abroad." In June, 1872 a Library and Social Club was formed and \$100 was raised to start a library. In Bakersfield in the 1880s, the WCTU Library Company provided books for members at \$1-a share. They built a small house in which to hold their meetings and to house their library. This structure was destroyed in the great fire of 1889, however the books were saved. A second venture in 1895, established in McDonald's bookstore by a group of young men, was a circulating library with a \$1 yearly fee. In 1896, the Woman's Club of Bakersfield established a library for its members by each member contributing a book or an equivalent sum. Businessmen who wished to belong were allowed to join for a \$2 fee and could borrow books only on Fridays. The books from all of these libraries were later donated to the Beale Library.

The Kern Library Association was organized in November, 1884, in the city of Kern (now East Bakersfield) to maintain a reading room and library for which members paid a fee. When a new school was built, the City Trustees offered the old schoolhouse to the Association as a gift, and it was moved to the Association's lot on Baker Street. In February, 1896 it was turned over to the City of Kern, becoming the first library in the County with public support. It was the social center where the Town Council met, elections were held and Sunday School was conducted. The Woman's Club met there and sometimes dances were held. Such activities meant that the library often had to be closed.

In 1899, Mr. Truxtun Beale, then Minister to Persia, wrote his superintendent, Mr. S. M. Pogson, to build a library for the City of Bakersfield in memory of, his father, General Edward Fitzgerald Beale. Mr. Pogson appeared before the Council on February 6, 1899 to offer a library building at the corner of 17th and Chester Avenue, on a lot 42' x 115'. The building was finished in 1900 and on March 28, Truxtun Beale and Mrs. Mary E. Beale deeded the property to the City of Bakersfield for a library to be known as Beale Memorial Library. The Mission-style structure, built at a cost of \$8,000, formally opened June 2, 1900.

The City of Bakersfield and the Town of Kern consolidated in 1910 and the Kern Public Library became the East Bakersfield Branch and was bonded for \$27,000 for the building and \$5,000 for the furniture. The Beale Memorial Library was now so overcrowded that people were turned away every night and there was no place for the children. The Council decided to allow the library trustees to use the lower floor of the north wing of City Hall. In November, 1914 it was remodeled and furnished at a cost of \$7,700. Adult books and periodicals were moved to the new rooms leaving the Beale Memorial Library for the children until the earthquake of 1952.

Kern County Library, Frazier Park Branch

In 1911 the Board of Supervisors of Kern County declared their intention to establish a County Library. Hearings were held and on July 11, 1911 the Kern County Free Library was established. A tax of 2-1/2 cents per \$100 was levied and an additional \$1,000 was set aside from the general fund for library use. In 1912 the first six branches were established at Maricopa, Glennville, Delano, Pattiway, Oil Center and Randsburg, all small hamlets some distance from Bakersfield. A new building was completed in East Bakersfield on the corner of Baker and Oregon Streets for the East Bakersfield Branch of the Beale Memorial Library. Financed through a local bond issue, the new branch opened on July 7, 1915 with a capacity for 30,000 books and 200 magazines. At opening it had 10,000 books, 50 magazines and a circulation of about 350 per day.

On August 16, 1923 the Bakersfield City Council drew up a notice of intention to join the county library. On September 4, formal notice was given to the Board of Supervisors. The Board took the necessary action and the Beale Memorial Library, the Bakersfield Free Public Library in the City Hall and the East Bakersfield Free Public Library all became branches of the Kern County Free Library, administered by the Board of Supervisors and supported entirely by county funds. Since that time all public libraries in Kern County have belonged to the County library system.

By July 1, 1940 the Kern County Free Library served 176 branches. It had 100 branches located in elementary schools, 15 located in regular library buildings, and 61 located in homes, post offices, stores, etc. On August 22, 1952 at 3:41 p.m. Library Service was drastically changed for the next five years. The Courthouse where the main Library was housed in the basement, was condemned after a devastating earthquake. The Library found itself literally in the street with no roof over its head. For the next several years the Library operated out of temporary quarters including a tent and then a bookmobile in the Courthouse parking lot, then a temporary facility, and finally a main library facility was erected in 1957.

In 1959, there were 14 full service branches in County buildings, small branches in 13 of the City schools. There were branches in two hospitals and a traveling branch with 43 stops. The library's School Department supplied reading books to classrooms for 65 schools and its Children's Extension supplied leisure reading to children in 32 rural schools. A school bookmobile also carried two types of books to schools. During the late 1960s and 70s, service to the County's schools was abandoned because the County could no longer afford to provide service to the growing communities. Also, the logistics were difficult to manage. The number and sizes of branches have varied greatly since then and today the Kern County Library provides nearly 686,000 people a full range of services and resources in every city and unincorporated area of the County through a network of a new main library built in 1987, 24 branches (including five new ones in the past decade and one restored branch on the National Register of Historic Places), three bookmobiles, and virtual service to the public through its website and contract service with the Kern County Fire Department's headquarters educational facility.

Kern County Library, Frazier Park Branch

Frazier Park Branch Library History

Records show that the first library service in the Frazier Park area was attempted in 1914. Lockwood Branch of the Kern County Free Library was established November 2, 1914, with Mrs. F. L. Cuddy as the custodian. It was located in the schoolhouse and there were 16 cardholders. It had a circulation of 62. Total volumes were 129. It closed for the summer in 1915 and was not reopened in the fall. On October 14, 1918, the Tejon School District agreed that its library would become a branch of the Kern County Free Library and that the Trustees of the District would transfer its library fund annually to the County Library Fund. Such an agreement was also made May 24, 1919 by Pershing School and on March 30, 1920, R. C. Cuddy executed the agreement by Lebec School. These schools served the area and later became the El Tejon District and their contracts continued until school library service

was phased out of the County library in 1968.

Service to adults was sporadic, but in 1941 Frazier Mountain Park Branch was housed in the home of Mrs. J. H. Lashly, Librarian.

The first branch was a small rustic cabin, accented with granitic gneiss (native stone), with a striped awning over the front porch, and was fancifully labeled "La Cabana."



By May 1950 the service had been moved to two small banks of shelving in the local grocery store. Weekly service to the community began in 1954 when the traveling branch made stops every Tuesday. In 1959 stops were expanded to Frazier Park and Lake of the Woods with the bookmobile often followed to the newest stop by the bakery wagon and the ice cream cart. Bookmobile service continued with "Smokey Bear Summer Reading Club" and other service upgrades until 1982. At this time a small, 1,184 sq. ft. temporary leased room in the east retail and residential area of Frazier Park was furnished as a library satellite station and additional resources became available to users. Daily library hours were about four hours per day at more convenient times and a larger collection was available.

This 1958 photo shows the Kern County Library Bookmobile at one of their stops in Frazier Park, which coincidentally, is the proposed new facility site in Frazier Park. (Photo courtesy of the Ridge Route Community Museum and Historical Society donated by the Mountain Enterprise newspaper)



Today, the Frazier Park Branch is open 32 hours per week, Tuesday through Saturday. It houses just under 14,000 items including four multi-function computers with access to the library catalog, Internet, *InfoTrac* and *Reference USA* databases, a variety of Microsoft office programs for the public, access to www.lji.org, and Infopeople training modules, and a variety of links to other resources. It is staffed by

Kern County Library, Frazier Park Branch

one Library Technician supplemented by extra help staff. Services and resources are very limited because of its small size and the community is ready and charged for a new community library, the first ever for this rural area.

Frazier Park Friends of The Library

The Friends are affiliated with the Friends of the Kern County Library, Inc. They are one of 22 Friends groups in Kern County. They provide financial support to supplement the Library's budget and advocacy for library service and resources. In 1988, the Frazier Park Friends of the Library rallied to provide budget support for the Kern County Library System during a down budget year. Their cries did not go unheard and \$1.1 million was restored to the Library's operational budget. Again in 1993 and 1994, the Friends rallied and coalesced the mountain communities Chambers to raise over \$5,000 from a golf tournament, a dessert fest, a significant contribution from Jennings Realty, and from book sales to augment the hours of opening by eight hours more weekly. This amount was matched by the Kern County Board of Supervisors. Since that time the Kern County Board of Supervisors has committed to expand hours of operation.

Several years ago, the Southwest Hospital District donated \$1,500 to update the branch medical reference collection, last year the Mountain Memories Board donated \$250 to the branch book trust, and AARP donated \$500 this year towards the book trust and as a show of support for the new branch. The Friends of the Frazier Park Branch provide support to the Branch in the form of regular book sales. Most of the money they raise goes toward the branch book trust to augment the resources available to this community. The Friends, too, were instrumental in garnering support for their new library and they participated in the community needs assessment and planning process.

They are excited that their vision and dream, once again, for a new library will be heard and considered to help them realize their goal for a new library on the "hill."